DOCUMENT RESUME

ED 084 922 FL 004 641

AUTHOR Gallagher, Rosina Mena
TITLE An Evaluation of a Counseling-Community Learning Approach to Foreign Language Teaching or Counseling-Learning Theory Applied to Foreign Language Learning. Final Report.
INSTITUTION Loyola Univ., Chicago, Ill.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
BUREAU NO BR-1-E-168
PUB DATE Jun 73
GRANT OEG-5-72-0014(509)
NOTE 155p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Audiolingual Methods; Audiovisual Instruction; College Language Programs; *Educational Experiments; German; *Language Instruction; *Modern Languages; Multimedia Instruction; *Second Language Learning; Spanish; *Teaching Methods

ABSTRACT

This study evaluates the counseling-learning approach to foreign language instruction as compared with traditional methods in terms of language achievement and change in personal orientation and in attitude toward learning. Twelve students volunteered to learn Spanish or German under simultaneous exposure to both languages using the counseling-learning approach. The activities offered were (1) conversations in the target language through the client-counselor relationship, (2) discrimination of linguistic structure through multi-sensory equipment, and (3) evaluative sessions. The comparison group was composed of twelve students from regular Spanish and German classes at a different university, who volunteered to take the same pre- and post-test battery as the counseling-learning group. A bibliography, sample tests, and group pictures are included. (RL)

FILMED FROM BEST AVAILABLE COPY

ED 084922

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

Project No. 1-E-168
Grant No. OEG-5-72-0014 (509)

AN EVALUATION OF A COUNSELING-COMMUNITY LEARNING APPROACH TO FOREIGN LANGUAGE TEACHING

OR

COUNSELING-LEARNING THEORY APPLIED TO FOREIGN LANGUAGE LEARNING

Rosina Mena Gallagher
Loyola University
820 North Michigan Avenue
Chicago, Illinois 60611

June 1973

U. S. Department of Health, Education and Welfare
Office of Education
National Institute of Education

FL004 941

FINAL REPORT

PROJECT NO. 1-E-168

GRANT NO. OEG-5-72-0014 (509)

AN EVALUATION OF A COUNSELING-COMMUNITY LEARNING APPROACH TO FOREIGN LANGUAGE TEACHING

OR

COUNSELING-LEARNING THEORY APPLIED TO FOREIGN LANGUAGE LEARNING

ROSINA MENA GALLAGHER

LOYOLA UNIVERSITY
CHICAGO, ILLINOIS 60611

JUNE 1973

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

OFFICE OF EDUCATION

NATIONAL INSTITUTE OF EDUCATION

COUNSELING-LEARNING THEORY
APPLIED TO FOREIGN LANGUAGE LEARNING

Rosina Mena Gallagher
Loyola University, Chicago, 1973

ABSTRACT

The purpose of this study was to evaluate the counseling-learning approach to foreign language instruction as compared to traditional methods in terms of language achievement and change in personal orientation and in attitude toward learning.

Twelve students at Loyola University volunteered to learn Spanish or German under simultaneous exposure to both, using the counseling-learning approach(CCL). They received three hours credit in educational methods. The activities offered were: 1) conversations in the target language through the client-counselor relationship; 2) discrimination of linguistic structure through the multi-sensory Chromacord® equipment; and 3) evaluative sessions. The comparison group(TCC) was composed of twelve students from regular Spanish and German language classes at a different university in the area, who volunteered to take the same pre-post test battery as the CCL group. These students were taught by native speakers under traditional methods and received three hours foreign language credit. Both groups met three hours a week for ten weeks under their respective treatments.

The results of a 2 x 2 analysis of covariance on a battery of language tests indicates both CCL and TCC groups achieved gain in their respective language focus. Significant differences in gain were as follows. In cognitive German language skills, as predicted, both groups performed equally well; but in Spanish,

the CCL group achieved greater gain ($p<.05$) in usage and reading comprehension skills. In the practical area for each target language, as predicted, the CCL group surpassed the TCC group in listening comprehension ($p<.01$) and speaking ($p<.05$) skills.

The assumption that simultaneous learning of two contrasting languages is possible through counseling-learning was verified by comparing language achievement for both German-focus and Spanish-focus CCL groups. This suggests that through self-investment, empathic listening and interpersonal commitment, the CCL groups learned one another's target language to a certain degree.

Data for the Personal Orientation Inventory indicates pre and posttest means for both groups fell in the normal range of self-actualization. This result was expected. For individual scales, however, the CCL group showed gain in the inner-directed scale ($p<.01$) and in three other subscales ($p<.05$): existentiality, feeling reactivity and capacity for intimate contact. The TCC group showed a decrease in almost all the scales. Data for the attitude inventory also indicates greater ($p<.05$) positive change for the CCL group.

These results indicate the counseling-learning approach to foreign language instruction is successful in bringing about learning in cognitive and practical areas. The affective data also tentatively suggests that the psychological openness made possible through CCL might help reduce blocks to learning and further growth in self-awareness and interpersonal sensitivity. Further research is needed to generalize these findings.

Acknowledgments

This research was supported by a grant from the United States Office of Education.* The gracious assistance extended by Dr. Joseph Murnin and Mrs. Ellen Dye of the Region V Office was invaluable to the completion of the proposal. Sincere appreciation is due Dr. John A. Wellington for encouragement and guidance during the grant application and continued advice during the preparation of this dissertation. The author is deeply indebted to Dr. Charles A. Curran for his patient teaching and training. Whatever understanding of counseling-learning may be evident here is owed largely to his personal investment in her as person, student and professional educator. The inadequacies of the present study, however, should not reflect on him or his ideas. Special thanks are due Dr. Manuel S. Silverman for guidance during the selection and preparation of instruments and for continuous helpful criticism, to Dr. Thomas B. Johnson for carefully reading this dissertation, and to Dr. K. Balasubramonian for valuable advice on research design and statistical analysis.

---

* In accordance with the U.S. Office of Education Amendments of 1972, this grant was funded through the National Institute of Education.

The author is also indebted to the counselors and members of the experimental group whose trust and enthusiasm were most inspiring. Thanks are also due to the comparison group and to the Chromacord Company for gracious cooperation. Finally, without the encouragement and support received in countless ways from her husband, William Gallagher, and family, this study would not have been possible. The writer acknowledges with gratitude the many opportunities extended her in the United States and, in particular, the kindnesses of teachers and friends at Loyola who by sharing their ideas, time and personal awareness have contributed to her personal and professional development.

TABLE OF CONTENTS

List of Tables		vi
List of Figures		vii
Chapter		
I	INTRODUCTION	1
	The Nature of the Problem: The Impact of the Human Potential Movement on Education	1
	Background of the Study and Clarification of Terms	3
	Counseling-Learning Theory	4
	Client-Counselor Relationship in Learning	4
	Counseling-Learning in Community	5
	Learning and Teaching Integrated	6
	Purpose of the Study	7
	Limitations of the Study	11
	Organization of the Study	11
II	REVIEW OF THE RELATED LITERATURE	12
	Methods in Foreign Language Teaching	12
	Modern Approaches to the Study of Language	17
	Personal Approaches to Learning	24
	Related Studies on Counseling-Learning	32
	Summary	34

Chapter		
III	DESIGN, PROCEDURE AND INSTRUMENTS	35
	Design	35
	Procedure: Counseling-Learning in the Present Study	38
	Instruments	46
	Procedure of Analysis	52
IV	RESULTS AND DISCUSSION	55
	Evaluation of Language Achievement	56
	Evaluation of Affective Area	76
	Summary	85
V	DESCRIPTIVE ANALYSIS	88
	Anxiety: Need of Artificial Aids for Communication	89
	Security Aids Commitment	90
	Breakthrough to Personal and Interpersonal Communication	91
	From a Group of Individuals to a "Community"	92
	Behavior Change: Individual Differences	95
	Role of the Counselors	96
	Role of the Facilitator	98
	Personal Evaluations	100
	Ensuing Effects	103

Chapter

VI SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS 109

Summary 109

Conclusions 114

Recommendations 116

Implications 118

Bibliography 120

Appendix

A - Illustrations

B - Instruments

LIST OF TABLES

Table		Page
I	ANCOVA: COGNITIVE GERMAN LANGUAGE SKILLS German Focus CCL Group vs German Focus TCC Group	58
II	ANCOVA: COGNITIVE GERMAN LANGUAGE SKILLS German Focus CCL Group vs Spanish Focus CCL Group	60
III	ANCOVA: PRACTICAL GERMAN LANGUAGE SKILLS German Focus CCL Group vs German Focus TCC Group	63
IV	ANCOVA: PRACTICAL GERMAN LANGUAGE SKILLS German Focus CCL Group vs Spanish Focus CCL Group	64
V	ANCOVA: COGNITIVE SPANISH LANGUAGE SKILLS Spanish Focus CCL Group vs Spanish Focus TCC Group	66
VI	ANCOVA: COGNITIVE SPANISH LANGUAGE SKILLS Spanish Focus CCL Group vs German Focus CCL Group	69
VII	ANCOVA: PRACTICAL SPANISH LANGUAGE SKILLS Spanish Focus CCL Group vs Spanish Focus TCC Group	71
VIII	ANCOVA: PRACTICAL SPANISH LANGUAGE SKILLS Spanish Focus CCL Group vs German Focus CCL Group	73
IX	ANCOVA: PERSONAL ORIENTATION	78
X	ANCOVA: ATTITUDE TOWARD FOREIGN LANGUAGE LEARNING	82

LIST OF FIGURES

Figure		
1	Research Hypotheses	10
2	Curran Arrangements in Client-Counselor Relationship	29
3	Curran Stages of Growth through the Internalization of Knowledge	30
4	Arrangement in Client-Counselor Relationship in the Present Study	40
5	Chromacord® Color Code System	41
6	Chromacord® Learning Laboratory	42
7	Scheme of Analysis	54
8	Profile for German Language Achievement	68
9	Profile for Spanish Language Achievement	75
10	Profile for the Personal Orientation Inventory	79
11	Change in Attitude Toward Foreign Language Learning	83

CHAPTER I

INTRODUCTION

The Nature of the Problem: The Impact of the Human Potential Movement on Education

Psychologists and educators would generally agree that one of the major contributions to the understanding of the human person during the latter half of the Twentieth Century has been the unfolding of a movement whose goal has come to be "the exploration of human potential." The movement may be said to have had its impetus from the development of the theory and practice of counseling, psychotherapy, group dynamics and related fields. While the focus at first was on a medical model--the idea that a person had to be "cured" or "healed"--the scope has widened to include any normal growth process, and thus the educative process. Egan comments on this development:

> The human-potential movement is helping to reconstruct an educational system that has placed too much emphasis on cognition and not enough emphasis on feeling....Students are thirsty for richer affective contacts with one another and with the world. Indeed, emotional education has a developmental priority that formal educational

> systems have overlooked to their detriment. It is possible that the human-potential movement will force formal education to become more pluralistic and therefore more balanced, more human.[1]

From this, one may conclude that a major goal of the human potential movement is the integration of affect, cognition and action. Rogers. for example, points out that the aim of education today should be the "facilitation of learning":

> We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world.[2]

With the emphasis on "learning" rather than "teaching," Rogers invokes the student-centered classroom, where the teacher as a facilitator of learning is continuously asking himself:

> How can I create a psychological climate in which the child will feel free to be curious, will feel free to make mistakes and learn from them, will feel free from judgmental evaluation, will feel free to learn from his environment, his fellow students, from me, and from his experience? How can I help him recapture the excitement of learning which was his in infancy?[3]

---

1 G. Egan, Encounter Groups: Basic Readings (Belmont, Cal.: Wadsworth Publishing Co., 1971), p. 258.

2 C. Rogers, Freedom to Learn (Col.,Ohio: C.E.Merrill,1969), p. 104.

3 _____, "The Teacher as a Facilitator of Learning," The Catechist, IV, September 1970, p. 34-35.

Implied here is not only the confronting aspect of learning, but also the concept that learning is not an individual task which takes place in a vacuum. Real learning, whether it involves "new" personal or objective knowledge, is dynamic: it has a tremendous impact on self, on others and on society. Thus, the concern to create a warm, accepting atmosphere to minimize the anxiety and threat of submitting oneself to the state of "not knowing," is but one phase of the learning continuum.

The human potential movement in education implies,[4] then, the shift from an emphasis on teaching to learning; from the notion of learning as the acquisition of facts and skills, to a more integrative view which takes into consideration the value system and life style of the individual person; from depersonalized, mechanical methods and techniques, to personal and interpersonal approaches.

Background of the Study and Clarification of Terms

One of the approaches which this movement encompasses is represented by counseling-learning theory and practice. Over the last thirteen years Charles A. Curran and associates at Loyola University of Chicago have developed various models in

---

[4] A. H. Maslow, Goals of Humanistic Education, Esalen Institute, Big Sur, California, 1968. Also see, D. Clark, "Permission to Grow: Education and the Exploration of Human Potential," in Encounter Groups, G. Egan, op. cit., pp. 235-253.

education from research in counseling, psychotherapy and learning. Although the development of counseling-learning as it applies to the process of learning foreign languages will be discussed in greater detail in Chapter II, a clarification of terms is appropriate here.

Counseling-Learning Theory

Curran has described his approach in terms of an "incarnate-redemptive process," whose goal is "to incorporate teachers and learners together in a deep relationship of human belonging, worth and sharing."[5] More recently, he defines counseling-learning in its total perspective: "a unified concept of the educational process." He explains:

> ...The terms "counseling" and "learning" are seen as parts of an interrelated process. Therefore, we do not speak of counseling as a process totally separated from learning. The end product of a unified "counseling-learning" process would be an observable operational integration and personal awareness that the learner has about himself as well as the intellectual awareness that he has about persons, things, and areas of knowledge beyond himself.[6]

Client-Counselor Relationship in Learning

In its early stages, the theory revolved around a client-counselor model. Using foreign languages as a medium, the language student was seen as "client," and the teacher as

---

[5] C. A. Curran, Religious Values in Counseling and Psychotherapy (New York: Sheed & Ward, 1969), p. 211.

[6] _____, Counseling-Learning: A Whole-Person Model for Education (New York: Grune & Stratton, 1972), p. 11.

"counselor." Emphasis here was on the teacher-counselor providing a warm, accepting and knowledgeable atmosphere in which the student-client would be encouraged to learn Spanish, for example.

Similar to the movement from the one-to-one relationship of non-directive counseling to behavior modification techniques and group involvement approaches in psychotherapy, counseling-learning also moved to a consideration of the group dynamics which may emerge when a group of learners personally commit themselves to a common task.

Counseling-Learning in Community

The concept of "counseling-learning in community" (CCL) emerged, therefore, to include more objective factors: a common task or subject matter to be learned and interpersonal relations. To facilitate the learning of subject matter, the Chromacord® learning apparati were developed. This multi-sensory equipment, as will be seen later, involves learners in cognitive discrimination through visual, aural and tactile means. In conjunction with appropriate programming, it is used to 1) present content matter and drill exercises, and 2) enable learners to work together with the concentration and excitement characteristic of most sports events.

The second and more subtle implication of "community learning" is the reality of interpersonal relations; that is, the individual learner's awareness that other persons exist beyond himself. For any learning to take place, then, the

language client, for example, must gradually recognize, accept and finally internalize the uniqueness of the language he wishes to learn and the uniqueness of the persons with whom he is to relate.

To facilitate development in this area, the CCL approach provides the setting whereby each group member can evaluate the learning experience openly, and treat whatever aspects he wishes, whether it involves an awareness of self, of another or of the content matter itself.

Learning and Teaching Integrated

A further development of the client-counselor model should be stated here, even though it is beyond the scope of the present study. If the student-client/teacher-counselor model emerged from a focus on the dynamics of learning, at the other end of the educative process, the teaching end, counseling-learning theory sees the teacher as client and the students as counselors. Here it is the teacher who, as "thinker in need to teach," becomes the delicate client, anxious that his ideas and point of view be understood.

In this case, it is the students who are responsible for creating a warm, understanding, receptive atmosphere in which the teacher can creatively present his ideas. This concept has come to be called, "cognitive counseling." Speaking of the students as cognitive counselors, Curran explains:

> As such, they (the students) focus on understanding the whole person of the thinker(teacher). They understand and recognize his affective pain in his struggle to bring forth his creative, coordinated, intense thought process, and at the same time they focus cognitively on genuinely understanding the thought processes themselves. The creative thinker is not satisfied if he is understood only on the affective level. Although such understanding may clear away his emotional affective bind and conflict, he needs to be cognitively understood also. He needs to be understood at the level of the knowledge, information, and thinking process that he is creatively struggling to produce.[7]

From this background, it can be concluded that the counseling-learning in community approach should not be considered simply a "teaching method," or a "group process technique." Rather, this approach represents a "whole-person model for education." As Curran presents it in his latest book, counseling-learning theory implies a demanding yet fundamentally meaningful and fulfilling growth experience for both teacher and student.

Purpose of the Study

Many studies have already been done to verify various aspects of counseling-learning theory. Some of these will be discussed in the following chapter. The present study was planned on the basis of two areas to be investigated: language learning and change in attitude. Various questions were posed. 1) How effective is the counseling-learning in community (CCL) approach toward foreign language instruction in comparison to

---

[7] C. A. Curran, Counseling-Learning, op.cit., p. 114.

a traditional content-centered approach (TCC)?* 2) Assuming two or more foreign languages can be learned simultaneously through the counseling-learning approach, can a group focusing on German learn Spanish at the same time, and viceversa, can a group focusing on Spanish learn German at the same time? 3) Does counseling-learning promote change in personal orientation and in attitude toward the learning process?

Implied in the second question is an important distinction between "defensive" and "constructive" learning which will also be considered. Defensive learning, Curran points out,[8] defends a person against a poor grade or public embarrassment. This type of learning, which is common in current foreign language classes, often has concomitant negative and resistant reactions even with a good grade. It is not uncommon, for example, to hear language students exclaim, "I got an "A"(excellent) in German but I hated it... I can't speak a word of it now." Alternately, others may express a feeling of painful disappointment, "I had two years of Spanish in high school and two years in college and... I did well gradewise, but... I just don't know why it never stuck with me."

---

[8] C. A. Curran, Counseling and Psychotherapy: The Pursuit of Values (New York: Sheed & Ward, 1968) pp. 337, 349.

* The term "traditional content-centered approach" is used arbitrarily to distinguish between CCL and a traditional approach which focuses primarily on the teaching of concepts and sorting of information, and incidentally on the learner.

Curran suggests that defensive learning might be the result of a deep inner resentment--especially from the sophisticated and committed learner--against the humiliations involved in submitting himself to a state of "not knowing." Constructive learning, by contrast, results in a person's continued interest and commitment long after the particular course of study is over. A further question to be explored, then, is, does the CCL approach promote constructive learning?

Based on these considerations, the following research hypotheses were formulated (Fig. 1). It should be noted that, in two instances, the hypotheses are stated in null form for the cognitive area and for change in personal orientation. Since the comparison treatment (TCC) was to emphasize content in terms of vocabulary and grammar and ability to translate, it was not expected that the CCL group would surpass the TCC group in this area. Also, since personal orientation characteristics tend to be relatively stable, no significant difference was expected between groups. Significant change in the practical and attitude areas, however, was expected in favor of the experimental group. It was also decided that, to determine the ensuing effects of the approaches used, the participants in both groups would be contacted at the end of the year for their personal reactions in retrospect.

FIGURE 1

RESEARCH HYPOTHESES

Focus		German	Spanish	Measuring Instrument
LANGUAGE	Cognitive Area	Pre to post change in cognitive German language skills(reading comprehension and writing ability) of the German focus experimental group will not be significantly different from that of the German focus comparison group.	Pre to post change in cognitive Spanish language skills(reading comprehension and writing ability) of the Spanish focus experimental group will not be significantly different from that of the Spanish focus comparison group.	Kansas Tests
		Pre to post change in cognitive German language skills of the German focus experimental group will be significantly greater than that of the Spanish focus experimental group.	Pre to post change in cognitive Spanish language skills of the Spanish focus experimental group will be significantly greater than that of the German focus experimental group.	
	Practical Area	Pre to post change in practical German language skills(listening and speaking) of the German focus experimental group will be significantly greater than that of the German focus comparison group.	Pre to post change in practical Spanish language skills(listening and speaking) of the Spanish focus experimental group will be significantly greater than that of the Spanish focus comparison group.	Curran Aurals and Speaking Tests
		Pre to post change in practical German language skills of the German focus experimental group will be significantly greater than that of the Spanish focus experimental group.	Pre to post change in practical Spanish language skills of the Spanish focus experimental group will be significantly greater than that of the German focus experimental group.	
AFFECTIVE AREA				
Personal orientation		Pre to post change in personal orientation of the experimental group will not be significantly different from that of the comparison group.		Personal Orientation Inventory
Attitude toward foreign language learning		Pre to post change in attitude toward foreign language learning of the experimental group will be significantly greater than that of the comparison group.		Attitude toward Foreign Language Learning Inventory
Effects of approach used		"Constructive" learning will be shown to a greater extent in the experimental group than in the comparison group.		Personal Reports

Limitations of the Study

One limitation of the present study is the small sample that was used.* It was felt, however, that an intensive rather than extensive study was more appropriate at this time. This study, therefore, should be considered a pilot study to establish guidelines and areas of significance for future research. Another limitation is the short duration of the study (thirty hours over a ten-week period), especially when two languages were treated in the experimental group.

Organization of the Study

Chapter I has presented an introduction. Chapter II constitutes a review of the related literature. Chapter III describes the design, procedure and instruments. Chapters IV and V discuss the results in terms of statistical and descriptive analyses respectively. The summary, conclusions, recommendations and implications are presented in Chapter VI.

---

* A review of the related literature, however, suggests that research in the social sciences generally does not yield itself to rigorous experimental designs, including sampling procedures and sample sizes. See for example: D. T. Campbell, "Experimental and Quasi-Experimental Designs for Research on Teaching," in Handbook of Research on Teaching, Chicago: Rand McNally, 1963.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A review of the literature investigates three areas. The first focuses on traditional methods which have been used in foreign language instruction. The second area includes some modern approaches to the study of language which explore subtle aspects of language learning in general. The third discusses some personal approaches to learning which have emerged from the theory and practice of counseling, group process and related fields. This section reviews the development of counseling-learning as it applies to foreign language learning.

Methods in Foreign Language Teaching

For more than two decades variations of the audiolingual method have been the focus of research on foreign language instruction. Most of these variations seem to be based on B. F. Skinner's mechanistic concept of verbal behavior:[9] speech is nothing more than emitted behavior which is reinforced and developed according to the principles which govern other operant behavior. Carroll[10] in characterizing the audiolingual

---

[9] B. F. Skinner, Verbal Behavior (New York: Appleton-Century Crofts, 1957).

approach emphasizes the need for overlearning of language patterns by a special type of drill known as "pattern practice." While this approach provided a needed shift from grammar-translation methods, some critics maintained that the result was an overemphasis on the formation and performance of speech habits.

Reactions against a strict behavioristic approach have been voiced by linguists and psychologists alike. Lado,[11] for example, recognizes the complexity of language learning when he states, "language is the chief means by which the human personality expresses itself and fulfills its basic need for social interaction with other persons..." and "language is intimately tied to man's feelings and activity..." Yet, his pattern practice methodology still calls for conditioning students.

The psychologist Rivers has emphasized the fact that language communication involves a relationship.[12] In a later[13] work she recommends that "more intensive practice in conversation be provided at the advanced level," and proposes the teacher

---

[10] J. B. Carroll, "Research on Teaching Foreign Languages," in Handbook on Research on Teaching, edited by N. L. Gage (Chicago: Rand McNally, 1963).

[11] R. Lado, Language Teaching: A Scientific Approach (New York: McGraw Hill, 1964), pp. 11, 23.

[12] W. M. Rivers, The Psychologist and the Foreign Language Teacher (Chicago: The University of Chicago Press, 1964).

[13] _____, Teaching Foreign Languages (Chicago: The Univ. of Chicago Press, 1968), pp. 202-203.

plan a series of topics covering a wide field, for example: "love and marriage, sports, travel, favorite authors, school as I would like it to be, careers, the things that irritate me most." While these topics are valid in themselves, others feel that the practice of "setting up topics" tends to artificialize relationships. Leaving a session "open" may seem awkward at first, but, as Begin[14] reports, there seems to be a certain value in allowing a group to struggle to find an issue that is important to them at the moment they come together. As will be discussed in Chapter V, it seems that, increasingly as students realize they are really responsible for what goes on in class, they tend to become alert, imaginative and personal. They set the goals and the teacher or facilitator assists in their implementation.

One of the most sophisticated studies in foreign language teaching has been a two-year psycholinguistic experiment conducted by Scherer and Wertheimer.[15] The chief purpose of this study was to compare traditional and audiolingual methods in German instruction. They found that, while students being

---

[14] Y. Begin, Evaluative and Emotional Factors in Learning a Foreign Language (Montreal, Canada: Les Editions Bellarmin, 1971), pp. 119-120.

[15] G. Scherer and M. Wertheimer, A Psycholinguistic Experiment in Foreign-Language Teaching (New York: McGraw Hill, 1964).

taught with traditional methods were able to surpass in reading and writing skills, students under the audiolingual method were far superior to the traditional group in speaking and listening skills. They also found that audiolingual students tended to display more desirable attitudes toward matters relevant to Germans and the speaking of German. The authors conclude:

> ...the two methods, while yielding occasionally strong and persisting differences in various aspects of proficiency in German, result in comparable overall proficiency. But the audiolingual method, whether its results are measured objectively or estimated by the students themselves, appears to produce more desirable attitudes and better habituated direct association.[16]

Notwithstanding its merits, the language teacher is aware that the audiolingual approach has not provided a complete answer to foreign language instruction.

With respect to major curriculum in higher education, discontent with the traditional survey course has also been a basic concern of foreign language teachers. In a recent article Potter offers possible alternatives to an irrelevant curriculum:

> Interdisciplinary or thematically structured seminars on timely topics, imaginative teaching emphasizing "doing" rather than "knowing," may encourage students to continue their language studies and propel teachers to formulate a meaningful cultural synthesis that will enable the humanities to survive in tomorrow's educational world.[17]

---

[16] G. Scherer and M. Wertheimer, Ibid., p. 245.

[17] E. J. Potter, "Revitalization of Foreign Language Programs in Higher Education," Foreign Language Annals, II, Dec. 1971, p. 206.

The study of the literary classics can be made relevant, as Potter suggests. One of the results of the open sessions in the present research was precisely this. As will be seen in Chapter V, a discussion of poems by Goethe led to the exposition of personal poems by one of the group members.

Also in an effort to make foreign language instruction relevant, Jakobovitz has proposed a "compensatory" approach which involves the "notion of adjusting the teaching activities to the needs of individual students."[18] Rather than offer French 101 or German 211, he suggests "How to do..." type courses: for example, "How to travel in France, 101," or "How to win friends in Russian, 304."[19]

This approach seems appealing at first in its implication that the formulation of more realistic goals would insure their attainability. The notion, however, advocates a return to a pragmatic educational philosophy. A "How to read scientific journals in German," or a "How to write business letters in Spanish" course may indeed be practical, but one would wonder how ultimately satisfying such narrow focus can be.

The current trend in foreign language teaching seems to be, then, toward the consideration of more subtle psychological

---

18 L. A. Jakobovitz, Foreign Language Learning: A Psycholinguistic Analysis of the Issues (Rowley, Mass.:Newsbury House Books, 1970), p. xv.

19 Ibid., p. 144.

and cultural factors influencing the language learner. Whatever methods or techniques are introduced, the emphasis seems to be on student-centered programs which provide as many varied and real experiences as possible.

Modern Approaches to the Study of Language

At the other end of the continuum, Chomsky and his followers have revived the rationalist approach to language study. Emphasizing the role of meaning, he defines language in its "creative aspect,"

> ...that distinctively human ability to express new thoughts and to understand entirely new expressions of thought within the framework of an "instituted language," a language that is a cultural product subject to laws and principles partially unique to it and partially reflections of general properties of the mind.[20]

An important contribution of this approach has been the distinction between "linguistic competence," what a speaker-hearer knows about his language through an intuitive sense of grammaticality, and "linguistic performance," how a speaker-hearer actually uses his language. The first concept refers to the ideal set of rules about language with which a person is endowed from birth. The latter concept implies that many other cognitive, emotional or attitudinal factors can significantly affect a person's ability to use language.

---

[20] N. Chomsky, Language and Mind (New York: Harcourt Brace and World, 1968), p. 6.

Diller integrates both behavioral and rational views by emphasizing a person's innate ability to learn "living" languages. In a recent chapter on learning theories of language acquisition, he concludes: "Only when we begin practicing how to express real thoughts in a foreign language do we begin treating it."[21] Curran and associates, as shall be seen later, might add that a prerequisite to "thinking" in a foreign language may be experiencing the freedom to "feel" in that language.[22]

From a linguistic point of view, both Hughes[23] and Kadler[24] urge the language teacher to delve into the science of linguistics and its many ramifications in order to be truly professional. Emphasizing greater awareness of similarities and differences in sounds and structures of "source" and "target" languages, their focus is still on content, on language itself.

---

21 K. C. Diller, "Linguistic Theories of Language Acquisition," in Teaching a Living Language, R. Hester, editor (New York: Harper & Row, 1970), p. 28.

22 C. A. Curran, Counseling-Learning, op.cit., Chapter VII.

23 J. P. Hughes, Linguistics and Language Teaching (New York: Random House, 1968).

24 E. H. Kadler, Linguistics and Teaching Foreign Languages (New York: Van Nostrand Reinhold, 1970).

The relatively new and vibrant field of psycholinguistics* has opened up further important areas for investigation. For example, the theory of first language acquisition, as seen by Chomsky, postulates that the child possesses a language acquisition device which is innate and gradually develops until the age of three, when he begins to invent a grammar(simplified) to produce his own sentences. This theory suggests that the child achieves a receptive prowess significantly ahead of his productive control.

---

* Psycholinguistics, which may be defined as the science of the language-user, seeks to understand how an individual communicator produces and uses his language in practice (performance). Before it can do so, it must be able to explain the nature of human language which is to be the vehicle of thought. This requires an understanding of the fundamental encoding and decoding processes of human cognition(competence). Generally, then, psycholinguistics seeks to explain the relationship between language and thought; specifically, to study the normal language processes of encoding, putting what we think into words, and decoding, deriving meaning from arbitrary sequences of sounds or symbols.

Experimental methods in psycholinguistics vary according to the topical area which is being treated. Osgood(24) has arbitrarily categorized these areas as follows: a) the nature of language; b) approaches to the study of language; c) speech perception; d)sequential organization of linguistic events; e) semantic aspects of linguistic events; f) language acquisition: in children, in the bilingual, in a second language; g) pathologies of linguistic behavior; h) language relativity and relation of language processes to perception and cognition.

24 C. Osgood and T. A. Sebeock, eds., Psycholinguistics: A Survey of Theory and Research Problems, Indiana University Press, Bloomington, Indiana, 1954.

Accepting the premise that listening skill occurs far in advance of speaking, Asher has developed a learning strategy based on his observations that a child usually acquires this listening skill in a special way, "through commands from adults which generally manipulate the orientation, location and locomotion of his entire body."[25] From a recent experiment to determine whether the acquisition of listening skills in a second language could be accelerated if the training were based on how children learn their first language, Asher reports:

> The listening skill of the experimental group was so vastly superior to the college students that even with strict laboratory controls, a training program based on how children learn their first language should still hold as a powerful facilitator of second language learning.[26]

A closer look at the experiment itself will indicate further implications of this strategy. A group of adults from 17 to 60 years of age were trained for 32 hours in German listening comprehension skills. Students were instructed to be silent, to listen carefully to utterances made in German, and to imitate the actions of the instructor. The commands given in German graduated from "Stand!," "Walk!" to "Point to the table," "Touch your eyes," to "Pick up the newspaper," and "[illegible] to the corner and touch your left hip." After 16 hours

---

[25] J. J. Asher, "Children's First Language as a Model for Second Language Learning," The Modern Language Journal, LVI: 3, March 1972, p. 133.

[26] Ibid., p. 138.

of listening, students were motivated to speak. They were presented with a list of commands to use (by memory) to make the instructor perform: "Stehen Sie auf," "Setzen Sie sich," "Gehen Sie," "Zeigen Sie uns die Tur." Listening training, however, was the focus of the experiment.

Comparing the performance in German reading skills of the experimental group to that of two control groups enrolled in a first college course in German, the findings reported corroborate the results of the present study, where the experimental group that was focusing on one language incidentally learned the other also. Asher points out,

> Surprisingly, even though the experimental subjects had no systematic training in reading, there was enough positive transfer from listening skill to make both groups quite similar in their reading achievement. The reading experience of the experimental subjects may be viewed as incidental learning.[27]

From these results Asher concludes:

> ...that the brain and nervous system are biologically programmed to acquire language, either the first or second, in a particular sequence, and in a particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individual's body. In a sense, language is orchestrated to a choreography of the human body.[28]

These results are exciting insofar as they suggest a neurological component to language learning. In this regard,

---

[27] Ibid., p. 136 (underline mine).

[28] Ibid., p. 134.

counseling-learning theory, as will be seen later, proposes a rather complete and psychologically sound learning paradigm. The following chapters will delineate how the CCL approach facilitates total involvement in learning: physically, psychosomatically, intellectually and affectively. One of the insights from the present research was to continue exploration of ways by which development of psychomotor skills(i.e.,dancing) may enhance learning.

A further implication of Asher's command strategy is that it may invoke subtle positive and/or negative reactions: negative insofar as commands may produce startling or threatening effects in the child and humiliating effects in the self-invested adult who is already apprehensive when confronted with a new learning situation. With respect to learning a foreign language, it is well known that young children--especially before the age of six--learn to speak a second language very quickly. In adults, however, this process is generally more complicated and subtle. Paradoxically, it seems that resistance to learning increases in proportion to the learner's greater knowledge and feeling of independence increases. Asher himself observes,

> The most difficult learning task in school is the attempt to achieve fluency in a foreign language. ... It may even be realistic to say that most students will not only have almost zero fluency in listening, speaking, reading, and writing, but anti-learning has taken place because many students react to this kind of a task as a noxious experience to be avoided if at all possible.[29]

But properly used at the right time and circumstance and in the right tone, Asher's command strategy may alert and synchronize the learner's total organism to function as a unit. In a way, coaching athletes could be cited as a case-in-point. As will be seen later, counseling-learning in its integration of the Chromacord learning laboratory also allows this kind of coaching-coordination activity to take place.

Another area that is gaining more and more attention is the study of bilingualism, defined in simple terms as the possession and use of two languages. Interest is wide and varied. Weinreich[30] and others, for example, have shown that language functioning in the bilingual involves a double matrix of two encoding skills (speaking and writing) and two decoding skills (reading and listening). In order to determine bilingual proficiency, each skill for each language must be considered under four aspects: semantics, syntax, lexicon and phonemes or graphemes. The issue can be complicated indeed.

Through a focus on the semantic aspects of language, the distinction between coordinate and compound bilinguals has emerged. A "compound" bilingual is considered one who has grown up in a home where two languages are spoken more or less interchangeably by the same people and in the same situations; or one who has learned a second language through the medium of

---

29 Ibid., p. 133.

30 U. Weinreich, Languages in Contact (The Hague, Paris: Mouton & Co, 1968).

the other--as in a school situation. In either case, this individual may be often identified by strong interlingual and intercultural characteristics, either ethnocentric or foreign-culture oriented. A "coordinate" bilingual is generally considered the "true" bilingual. He is one who has learned a second language under conditions of moderately held attitudes but at the same time consciously immersing himself in the living culture of that language.[31] As Jakobovitz points out, "the ideal coordinate bilingual represents a state of complete functional independence of two language/culture systems."[32]

Finally, interest in sociological and cultural aspects has given impetus to a national and international movement toward the development of bilingual education programs supported by local, state and federal funds.

ersonal Approaches to Learning

From another perspective, current research in counseling and group dynamics as applied to numerous and varied programs and groups also supports the direction of counseling-learning theory in education. Early in his conceptualization of sensitivity training and the original T-Group, Bradford[33]

---

31 W. E. Lambert, J. Havelka and C. Crosby, "The Influence of Language-Acquisition Contexts on Bilingualism," in Psycholinguistics by Sol Saporta (New York: Holt, 1966).

32 L. A. Jakobovitz, Foreign Language Learning, op.cit.,p.168

33 L. P. Bradford, "Membership and the Learning Process," in T-Group Theory and Laboratory Method, ed. by L. P. Bradford, J. Gibb and K. Benne, (Wiley: New York, 1964), pp. 190-215.

recommended that the classroom be considered a group situation, which could enhance individual learning. He also suggested that students be encouraged to become responsible for their own learning.

In the area of psychotherapy, the emergence and relative success of Peer-Self-Help groups (i.e., TOPS or Take Off Pounds Sensibly, Alcoholics Anonymous, Synancn) has been reported by Hurvitz.[34] In characterizing these groups, he emphasizes the fact that the members themselves determine therapy goals and procedures; and that peers become therapists insofar as they reveal themselves, create empathy, encourage and support others. A similar process occurs in counseling-learning, where any member, in due time, may choose to become a language(learning) counselor to beginning language clients.

Putting group theory to work in the classroom, Papalia and Zampogna have reported a successful experiment using small groups to individualize instruction in French for third-year high school students. Their hypothesis was that academic achievement would be greater if students had the opportunity to help each other and to participate in the planning of curriculum and classroom activities. An experimental class met one hour a week (from a regular 40-minute, 5-day-a-week class) as a total

---

34 N. Hurvitz, "Peer Self-Help Psychotherapy Groups and their Implications for Psychotherapy," Psychotherapy: Theory, Research and Practice, 1970, VII, pp. 41-49.

group only to receive instructions or clarify specific difficulties. The rest of the time the students worked independently in small groups according to interest and ability. The authors conclude:

> Students in the experimental group who had more self-direction and responsibility, who participated in the planning of the curriculum, and who were more satisfied with the work in class scored significantly higher in the four basic skills of the language than those in the control group.[35]

Both Rogers and Curran have applied principles and awarenesses from counseling and psychotherapy to the process of education. Rogers in his humanistic approach formulates the goal of education as that of "facilitating learning," and prefers to call teachers "facilitators." He presents certain principles which guide his approach: a belief in man's natural potential for learning; the necessity of rendering subject matter relevant; an effort to reduce external threat; a preference for learning by doing; a preference for self-initiated learning which involves the whole person of the student--feelings and intellect; and a preference for self-evaluation.[36]

---

[35] A. Papalia and J. Zampogna, "An Experiment in Individualized Instruction through Small Group Interaction," Foreign Language Annals, V, 3, March 1972, p. 306.

[36] C. R. Rogers and W. R. Coulson, editors, Freedom to Learn (Columbus, Ohio: Charles E. Merrill, 1969), pp. 157-163.

Rogers also presents some guidelines which a learning facilitator may follow. For example: setting a warm, accepting atmosphere; helping to elicit and clarify individual and group goals; organizing and making available a wide range of resources for learning; regarding himself as a flexible resource to be utilized by the group; accepting both intellectual and emotional expressions from the group; feeling free to gradually become a group member; and being aware and accepting his own limitations as a facilitator of learning.[37]

Along the Rogerian tradition, Dillon, in his book, Personal Teaching, represents one of the most soul-searching and honest attempts at discovering what teaching is all about, that this writer has come across. By personal teaching, the author means "teaching in a manner wholly your own--putting the person you are into your teaching and encouraging the students to put the persons they are into their learning."[38] In his Foreword to the book, Rogers captures the tone and essence of its content:

> Here is a teacher who describes so honestly and so fully his mistakes and deficiencies as he stumbles and gropes toward a freer method of teaching that one is tempted to think, as some of his colleagues and superiors did, that he does

---

[37] C. R. Rogers and W. R. Coulson, Freedom to Learn, op.cit., 164-166.

[38] J. T. Dillon, Personal Teaching (Columbus, Ohio: Charles E. Merrill, 1971), p. ix.

> not know what he is doing. It is only when one comes to the student reports that we find that the students almost uniformly found his classes a vital, freeing, learning experience where they learned, as he says, "both subject matter and life matter," that one realizes the kind of climate he must have created in his classroom....
>
> It is an exciting thing to see him as he works with his students in a close personal relationship which makes the classroom more of a place for living learning than an academic ritual and a fulfilling of subject matter norms.[39]

If each of the approaches discussed previously has made a significant contribution to the development of thought in education, it is the writer's conviction that counseling-learning theory represents one of the most integrative approaches in education today. In its profound respect for the human person, counseling-learning is founded on the classic Judaeo-Graeco-Christian tradition, but its dynamic quality springs from psychological insights drawn from counseling and psychotherapy. In its provision for physical and psychosomatic involvement, the CCL approach recognizes the importance of early learning theories as well as the potential contribution of technology toward making a democratic educational system ultimately efficient.

Having reviewed the general background to counseling-learning in the Introduction, a description of the process in its various developmental stages will now be presented. The

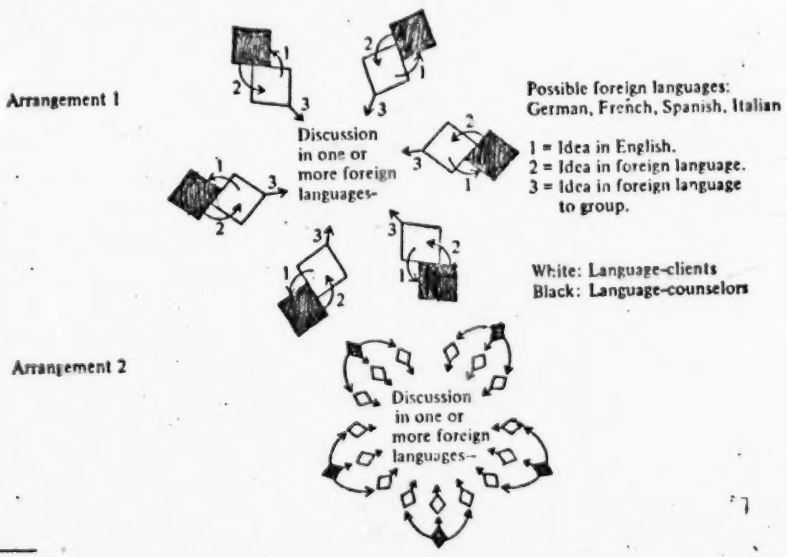
---

[39] Ibid., p. vii.

initial counseling-learning relationship was proposed by Curran in 1960 as illustrated in Figure 2.[40] Ideally, each language client should have a language counselor. The process is: 1) the client turns to his counselor and states his communication in English while the group overhears; 2) the counselor translates his client's statement into the target language, phrase by phrase; 3) the client turns to the group and re-states his communication directly in the target language. The process changes as each client grows in self-confidence and language proficiency. Each phase has been delineated. Figure 3 describes the process in terms of foreign language learning; however, other areas of learning could be substituted.

Figure 2

Curran Arrangements in Client-Counselor Relationship


Arrangement 1
Discussion in one or more foreign languages-
Possible foreign languages: German, French, Spanish, Italian
1 = Idea in English.
2 = Idea in foreign language.
3 = Idea in foreign language to group.
White: Language-clients
Black: Language-counselors
Arrangement 2
Discussion in one or more foreign languages-

40 C. A. Curran, "Counseling Skills Adapted to the Learning of Foreign Languages," Bulletin of the Menninger Clinic, XXV,1961.

Figure 3

Curran Stages of Growth

Through the Internalization of Knowledge*

Stage I. The client is completely dependent on the language counselor.

1. First, he expresses *only* to the counselor and *in English* what he wishes to say to the group. Each group member overhears this English exchange, but is not involved in it.

2. The counselor then reflects these ideas back to the client *in the foreign language* in a warm, accepting tone, in simple language, especially of cognates, in phrases of five or six words.

3. The client turns to the group and presents his ideas *in the foreign language!* He has the counselor's aid if he mispronounces or hesitates on a word or phrase.

This is the client's *maximum security stage.*

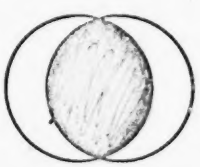
Stage II. Same as above (1).

2. The client turns and begins to speak the *foreign language* directly to the group.

3. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

The actual progress towards independent speaking of the foreign language was designed this way:

I. Total dependence on language counselor. Idea said in English, then said to group in foreign language, as counselor slowly and sensitively gives each word to the client.



II. Beginning courage to make some attempts to speak in the foreign language as words and phrases are picked up and retained.

---

* C. A. Curran, Counseling-Learning, op. cit., pp. 136-7.

Stage III.

1. The client speaks directly to the group *in the foreign language.* This presumes that the group has now acquired the ability to understand his simple phrases.

2. Same as (3) above. This presumes the client's greater confidence, independence, and proportionate insight into the relationship of phrases, grammar, and ideas. Translation given only when a group member desires it.

Stage IV.

1. The client is now speaking freely and complexly *in the foreign language.* Presumes group's understanding.

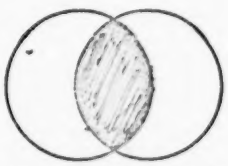
2. The counselor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed. The client is sufficiently secure to take correction.

Stage V.

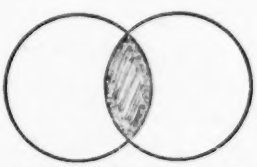
1. Same as IV.

2. Counselor intervenes not only to offer correction but to add idioms and more elegant constructions.

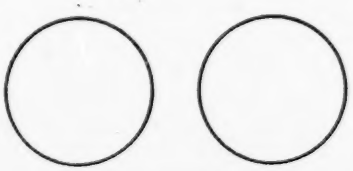
3. At this stage, the client can become counselor to group in Stages I, II, and III.



III. Growing independence with mistakes that are immediately corrected by counselor.



IV. Needing counselor now only for idioms and more subtle expressions and grammar.



V. Independent and free communication in the foreign language. Counselor's *silent* presence reinforces correctness of grammar and pronunciation.

Related Studies on Counseling-Learning

Counseling-learning theory has been studied under various aspects. LaFarga[41] conducted an experiment in which members of a group, speaking four foreign languages under group counseling conditions, showed evidences of increased positive self-regard in proportion as they gained proficiency in a foreign language.

Tranel[42] working with two groups of high school Latin classes, one under traditional methods, and one using the counseling-learning approach, reports the CCL group students assumed greater responsibility for their own learning and worked intensely together through the Chromacord Learning Lanterns and Round Table.

Begin[43] studied the evaluative and emotional factors of a group of American college students learning French in Quebec, Canada. Comparing the results of various instruments administered to experimental and control groups, he found that 1) the CCL group learned as much French as the control group; 2) the experimental group, in contrast to the control group, showed a positive change in motivation to learning French; and

---

41 J. B. LaFarga, "Learning Foreign Languages in Group-Counseling Conditions," Unpublished dissertation, Loyola University 1966.

42 D. D. Tranel, "Counseling Concepts Applied to the Process of Education," Unpublished dissertation, Loyola University, 1970.

43 Y. Begin, Evaluative and Emotional Factors in Learning A Foreign Language, (Les Editions Bellarmin:Montreal,1971) 121-2.

3) the experimental group developed a more positive emotional attitude toward French-Canada and more general interest in the study of French.

LaForge[44] conducted a pilot study on "Community-language-learning"(CCL) with a group of volunteers participating in five demonstrations at the University of Michigan, the target languages being Indonesian, Japanese and Chinese. Although his approach is descriptive rather than experimental, his findings support the counseling-learning approach. While subjects quickly learned the intonation and sound patterns of Japanese and Indonesian, LaForge emphasizes the emergence of a "positive regard" for the languages, an increased interest in grammar, and personal identification with the language counselors.

Rardin[45] investigated the effects of task-oriented counseling experiences with a group of slow-learning third-grade pupils. The purpose of the task-oriented counseling experiences was "to provide 'learning readiness experiences' which would contribute towards changing these pupils' self-concept within the school setting from negative to positive and to changing their performance pattern from failing to succeeding." The findings revealed a statistically significant difference in favor of the counseled group.

---

[44] P. G. LaForge, "Community Language Learning: A Pilot Study" Language Learning, XXI:1, 1970, pp. 45-61.

[45] J. P. Rardin, "Task-Oriented Counseling," Unpublished dissertation, Loyola University, 1971, pp. 4-5.

Summary

A review of the literature indicates two types of foreign language instruction: a grammatical approach leading to eventual reading competency without oral fluency, and 2) an audiolingual approach leading to limited ability in the practical aspects of the language, but which seems to produce more positive attitudes in the learner.

Modern approaches to the study of language, on the other hand, focus on linguistics, on semantics as related to cognitive processes, on the native speaker's knowledge and use of his language, and on socio-cultural phenomena.

Personal approaches to learning, in general, focus on the "whole person," and advocate self-responsibility and interpersonal relationships whether in a psychotherapeutic or educational setting.

The literature reported, therefore, seems to indicate the need for the type of approach under experimentation, especially in the area of foreign language learning. The chapters that follow illustrate a particular application of counseling-learning; there are other areas still to be explored.

CHAPTER III

DESIGN, PROCEDURE AND INSTRUMENTS

Design

A 2 x 2 factorial design was used, the independent variables being treatment and foreign language focus.

Foreign Language Focus	Treatment		
	Experimental CCL	Comparison TCC	Total
German	6	6	12
Spanish	6	6	12
Total	12	12	24

German and Spanish were selected in order to evaluate the efficiency of the CCL treatment over a cross-section of languages and to offer the CCL group a combination of languages which would allow familiarity with one but not the other.

Experimental Group

The experimental group was made up of twelve undergraduate and graduate students (mean age 26) who volunteered to learn Spanish or German using the counseling-learning approach and received three hours credit in educational methods. Six students agreed to focus on German; this group had no knowledge of German but had some knowledge of Spanish. Five of the other six members focusing on Spanish were beginners in both languages; the sixth member had no knowledge of German but had studied Spanish in high school and had traveled in Latin America.

The Spanish and German language counselors were bilingual-bicultural graduate students in counseling. They were oriented toward the CCL method through readings, review of videotapes and practice sessions using the Chromacord® equipment. They worked in cooperation with the experimenter who participated as facilitator during the laboratory and evaluative sessions. The experimenter, trained in counseling and group process, had expert knowledge of Spanish and a good knowledge of German.

The group met three hours a week for a ten-week period, excluding pre and posttesting sessions. Although a bibliography of recommended Spanish and German texts and materials was distributed, there was no assigned homework or tests--other than the evaluation instruments. Participants were asked to keep a record of the amount of time spent in outside study.

Comparison Group

The comparison group was composed of twelve students (mean age 22) from a different university in the area who were enrolled in Spanish I and German I classes taught by native speakers under traditional classroom and laboratory methods. The texts used in these classes were: German--A Structural Approach, by Lohnes and Strothman, and Spanish for Conversation, by J. K. Leslie. Both classes emphasized learning of vocabulary and grammar and met three hours a week for ten weeks. They received three hours foreign language credit. Students were expected to spend one hour a week outside of class in the language laboratory.

Six volunteers from each class agreed to take the same test battery as the experimental group before and after the session; however, these students were tested only in the language they were studying. The tests were administered at a convenient time after school hours. All six volunteers in the German group were beginners in that language: three had studied either Spanish or Latin in high school. Five of the six volunteers in the Spanish group had studied either French or Spanish in high school. These students were also asked to keep a record of study time spent in the language laboratory and outside of class.

As can be seen in the previous description, voluntary participation was common to both experimental and comparison groups. Recent literature in the field[46] suggests that random

assignment in educational research is often difficult and in many cases impossible. In relation to the limitations of this study, therefore, this sample is considered to be as close as possible to a representative random sample of the real population that is expected to enter foreign language programs at the university level.

Counseling-Learning in the Present Study

Learning activities for the CCL group were of three types.

Conversations through the Client-Counselor Relationship

Each group of six, seated in a circle, held a conversation of their choice using the foreign language spontaneously from the beginning, according to Curran's original counseling method. As each member takes his turn in communicating, the language counselor moves outside the circle translating each sentence carefully. The language counselor, particularly in Stage I, (see page 10) is not a part of the group; he is considered a linguistic "parent-substitute," or a language "other self" for each member as he speaks.[47] Much like the psychological counselor, the language counselor is an attentive listener, precise and skillful in his communication, warm and reassuring

---

[46] F. N. Kerlinger, Foundations of Behavioral Research: Educational and Psychological Inquiry (New York: Holt, Rinehart and Winston, 1964), pp. 51-60.

[47] C. A. Curran, Counseling and Psychotherapy, op. cit., p. 304.

in his tone and manner. Figure 4 illustrates the arrangement used. One-third of each session was spent in conversations. Each conversation was recorded and transcribed.

Cognitive Analysis through the Chromacord ®

The second third of each session was spent studying the conversations which were programmed onto a half-inch transparency tape. Two to three sentences from each speaker were selected for the visual tape. Approximately 20 sentences in each language were recorded every session; these were typed, reproduced and distributed the following class. The handouts and tapes constituted the "text" for each language. A sample transcription is as follows:

1. It seems (that) we feel more at ease tonight.
   Parece que nos sentimos mas a gusto esta noche...

2. Yes I think I will (even) try to speak German.
   Si, hasta creo que trataré (de hablar) alemán.

Each sentence on the tape was analyzed for grammatical function using the following Chromacord color code system (Fig. 5) and laboratory setting (Fig. 6).

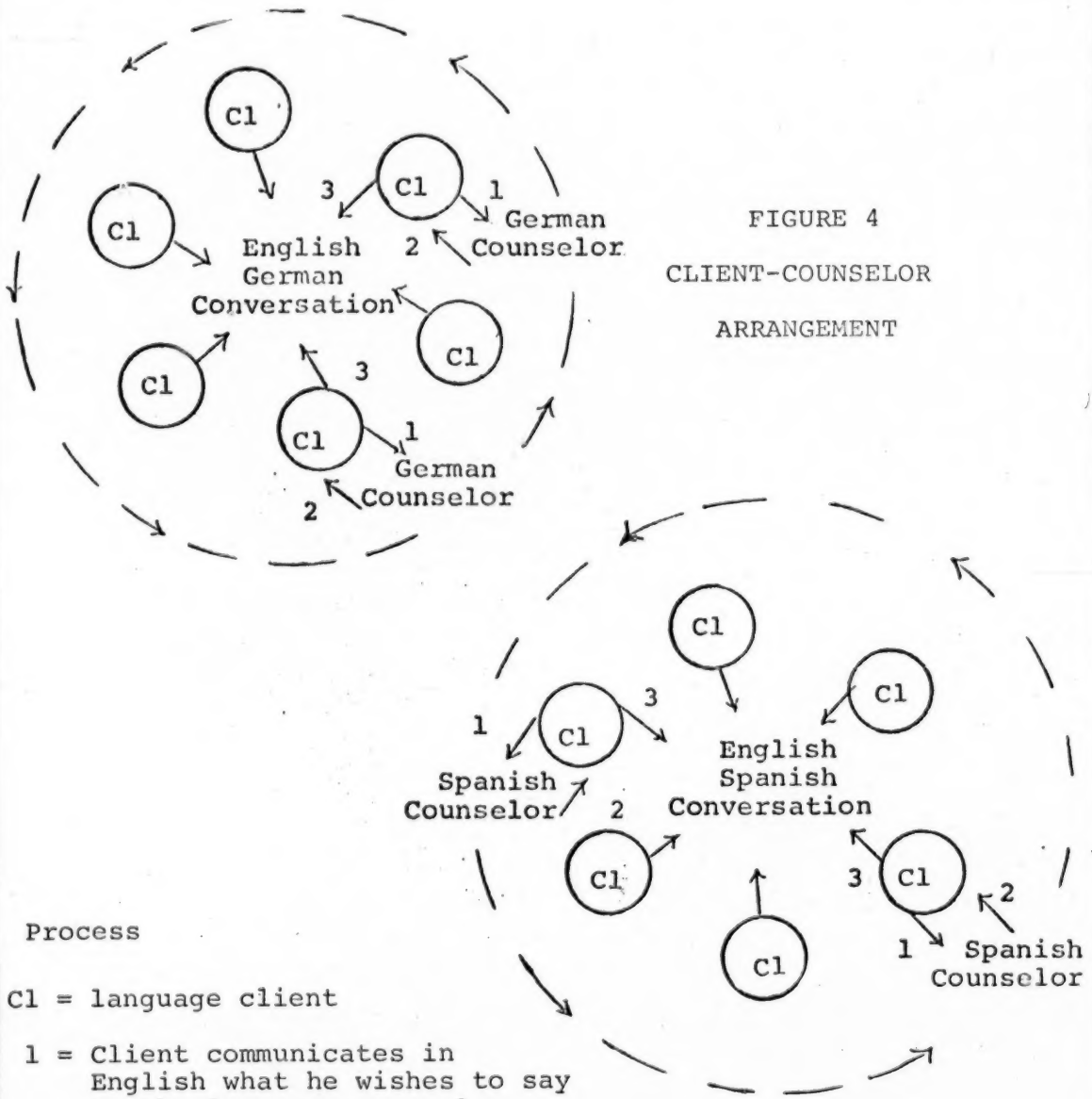


FIGURE 4

CLIENT-COUNSELOR

ARRANGEMENT

Process

Cl = language client

1 = Client communicates in English what he wishes to say to the language counselor. Group overhears.

2 = Counselor translates statement into target language, clearly, slowly.

3 = Client turns to the group and repeats the communication in the target language.

Co = Counselor rotates as each member has his turn.

FIGURE 5

CHROMACORD® COLOR CODE SYSTEM*

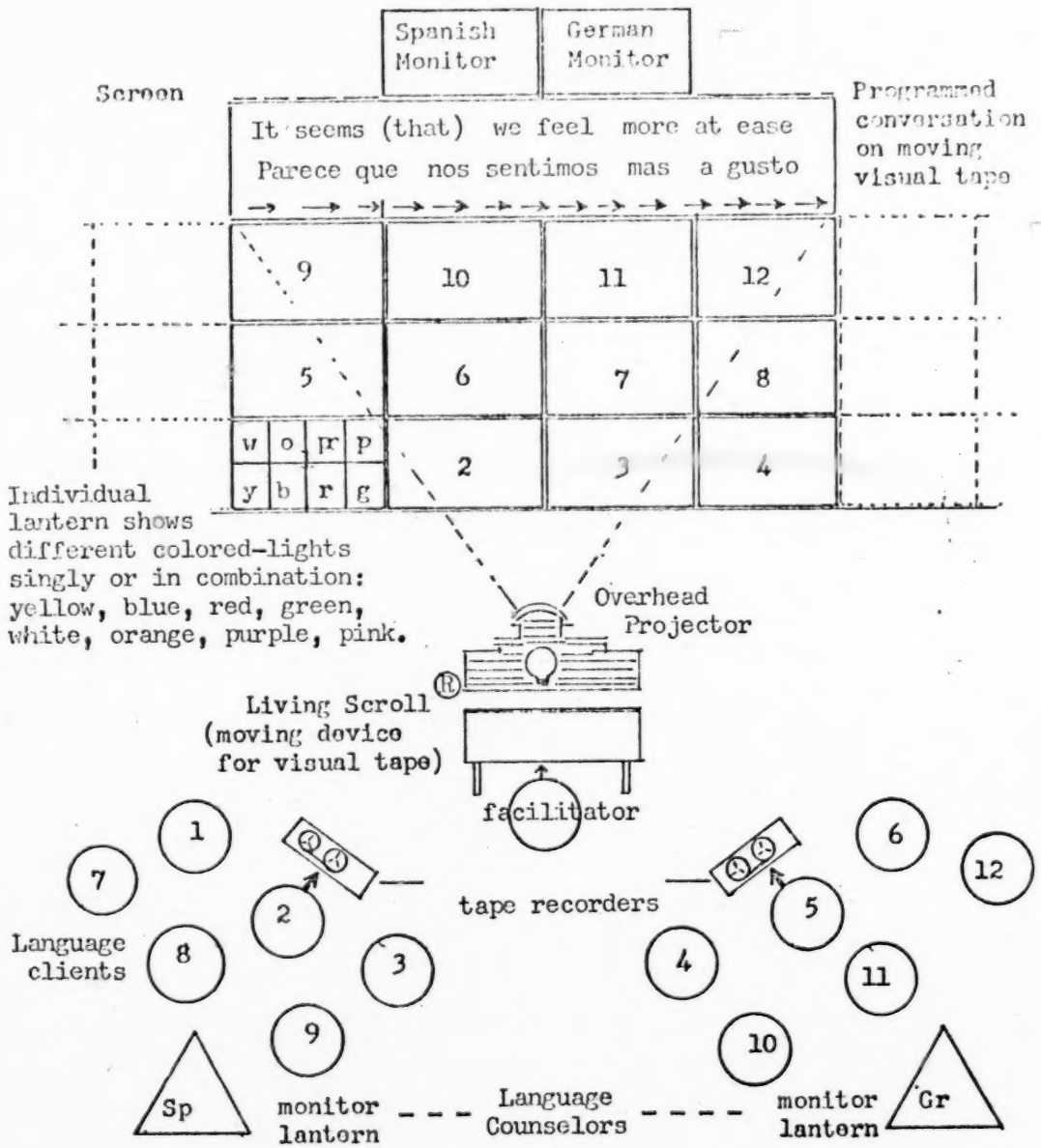
Gender-Tense-Case

COLOR	WHITE	ORANGE	PURPLE	PINK
TENSE	infinitive present	subjunctive	conditional	imperfect subjunctive
CASE		accusative (direct obj.)	dative (indirect object)	genitive (possessive)
COLOR	YELLOW	BLUE	RED	GREEN
GENDER		feminine	masculine	neuter
TENSE	present participle	future	preterite	imperfect past participle
MISCEL-LANEOUS	adjectives prep. adverbs articles			

* Copyright © 1968 by C. A. Curran. All Rights Reserved.

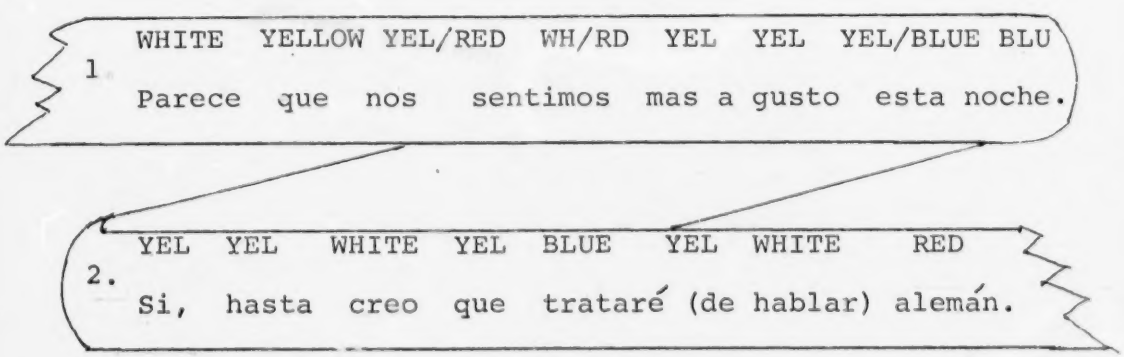
FIGURE 6

Wall of Chromacord Learning Lanterns®



Chromacord® U.S. Patent #3396308

The Chromacord Learning Lantern is a twelve-inch square unit bearing eight different-colored light-bulbs, and covered by an opaque Plexiglass facing. Each client and each counselor has a lantern which he activates by a control unit at his desk. As the projected visual tape passes by, each word is matched by a colored light to indicate its function in the sentence. The colored lights may be used singly or in combination according to the level of discrimination desired. Symbolization becomes more complex as need and readiness are evidenced. To illustrate, the previous sentences in Spanish would be coded as follows:


1
WHITE YELLOW YEL/RED WH/RD YEL YEL YEL/BLUE BLU
Parece que nos sentimos mas a gusto esta noche.
2.
YEL YEL WHITE YEL BLUE YEL WHITE RED
Si, hasta creo que trataré (de hablar) alemán.

Other Programmed Tapes

In addition to the conversations, the CCL group worked on programmed audio visual tapes of popular songs in both languages. Each text was sung after it was reviewed for pronunciation, meaning and grammatical structure. A typescript of the programmed songs was made and copies were distributed each session. Also, duplicate casette recordings were available upon request.

In the present study no effort was made to test the effects of the type of discrimination which the use of this apparatus and accompanying programming involves. Others[48] have reported work along these lines. This researcher has also conducted a separate investigation with a group of high school students learning Spanish. Two groups (experimental and control) were given 20 minutes to study a list of vocabulary items and idiomatic expressions in Spanish. The experimental group worked together using the Chromacord color discrimination systems and equipment; the control group students worked independently using whatever memorization methods they were accustomed to. Both groups were told they would be tested immediately after the twenty-minute study period.

The results of immediate testing showed that the control group surpassed the experimental group. Two weeks later, however, both groups were tested on the same material without preparation time or review. This time the experimental group surpassed the control group. These results indicate that the minute discrimination which this process and apparatus requires (multi-sensory as well as intellectual) together with immediate feedback and teamwork camaraderie seem to enhance long-term memory. Further investigation in this area would be necessary to present more conclusive evidence

---

48 D. D. Tranel, "Teaching Latin with the Chromacord," The Classical Journal, LXIII:4, Jan. 1968, pp. 157-160.

Evaluative Sessions

The third type of learning experience offered the experimental group was the evaluation session. At the beginning students were informed they would be able to use either English, Spanish or German to express whatever reactions they had toward the learning experience as well as to offer any awareness of self or others they might wish to share. The counselors were invited to participate freely in the exchanges. The facilitator also participated as group member.

Although Chapter V will focus on the personal reactions expressed in these sessions, two observations should be noted here. 1) English was used to a limited degree. The group as a whole was committed to the two languages and they adhered to these limits regardless of the complexity of the exchanges. 2) Since the class as a whole tended to be at a more advanced level (or Stage II) in Spanish, this language was used to a greater extent.

To illustrate, some of the issues considered were as follows. The need for more "structure," expressed by several members, led to a game of charades, the beginnings of a visual map of German grammar, and detailed plans for a trip to Mexico. Midway through the course, the group felt freer to express their feelings and communication became more personal and interpersonal. Toward the end of the ten-week period more emphasis was given to intellectual discussion.

Instruments

A description of the instruments used follows; when possible, a copy of each is included in Appendix B.

The Kansas First Year Spanish and German Tests (Kansas State Teachers College, Emporia), were designed by high school and college teachers to measure language proficiency in three areas: reading comprehension, vocabulary and usage (grammar and idioms). The tests consist of 100 objective items distributed among the four categories and yield a raw score. Approximate administration time is 40 minutes. Percentile norms are available.

Reliability studies for both Kansas tests have been reported by LaFarga.[49] The reliability of the German Test was checked by its administration to two independent groups of high school and college students. The reliability coefficients reported are: high school group .84 ± .02; college group .94 ± .01; high school and college groups combined .91 ± .01. The reliability of the Spanish test was checked by its administration to a group of 144 students in high schools and colleges in the Chicago area. The method used was to correlate scores on odd-numbered items versus those on even-numbered items by the Brown-Spearman formula. The reliability coefficient reported is .85± .01.

---

[49] J. LaFarga, op. cit., pp. 109-112.

The Curran Aural Language Tests are listening comprehension tests designed to measure the student's comprehension of a foreign language (Spanish, French, German and Italian) at four levels of proficiency. The tests take approximately 30 minutes and are administered in group form. Subjects are asked to listen to a tape of readings by native speakers at varying levels of difficulty, and to write what they hear in either English or the foreign language. The readings consist of sentences drawn from excerpts of conversations and literary passages and range from simple to complex. Sample sentences would be from "¡Qué hermoso día!" to "Cabe en rigor sostener que desde los griegos aca, tomo por punto de partida..."; and from "Es ist heute kalt." to "Bis sie auf der Mauer gerade über ihm versammelt waren."

The aural tests are scored by giving three points for any correct sentence and partial credit for correct words in proportion to the length of the sentence. Spelling is disregarded since the purpose of this test is to assess "listening" rather than "writing" skills. Raw scores are converted directly into per cent. Standardization norms were obtained from a 950 college-student sample. These students were taking one of the four languages in various universities in the area.

The Speaking Test. Because an appropriate instrument for the practical aspect of language (listening and speaking)

was not available, a speaking test was constructed for each language. The instrument was designed to measure skills in reading (pronunciation), structured conversation and free oral composition. Two forms were developed, one for Spanish and one for German. The test was administered individually in approximately three to five minutes.

To test reading skill in terms of pronunciation, speed, accuracy and comprehension, the subject was asked to read a brief passage (five sentences) in either German or Spanish. These passages were selected according to heterogeneity of linguistic patterns from a number of publications used in first-level instruction texts.

To test conversational skill, in terms of spontaneity, choice of vocabulary and sentence structure, the subject was asked five questions, each requiring a response ranging from very simple to moderately difficult.

To test oral composition, in terms of spontaneity, choice of vocabulary and appropriate sentence structure, the subject was given a picture of a social scene. He was asked to describe what he saw using five sentences in the target language. When this was not possible, simple identification of the objects illustrated was sufficient.

Each pre and post performance for both experimental and comparison groups was recorded and properly coded. A master

recording of randomly selected performances was prepared for evaluation by native speakers in both languages.

The judges were four male native speakers, all of whom had received formal education in English as well as in their respective languages. Three taught education, psychology or modern languages in various universities in the area, and one taught Spanish in high school. They were oriented in the following manner: two trial tapes having beginning, intermediate and advanced performances in each activity were played. After each trial tape, ratings on a five-point scale (see Appendix B) were discussed and suggestions to improve scoring were made. Inter-judge agreement increased as the ratings progressed. The judges were then asked to rate, independently, copies of the master tape which contained the speaking performance of both experimental and comparison subjects in randomized order. The judges, then, were not aware of whether the speaker they were rating was in the experimental or comparison group. Separate ratings for each of the three areas and the total were obtained. The following inter-judge correlations for the three areas were calculated:

	Inter-judge correlation	Reading	Dialogue	Description	Total
Spanish	J_1 & J_2	.91	.85	.79	.81
German	J_1 & J_2	.89	.78	.82	.83

Since inter-judge correlation was relatively high, the two ratings were averaged to form one single estimate of the individual's index in practical skills in each language.

The Personal Orientation Inventory (POI) by E. L. Shostrom (Educational and Industrial Testing Service, San Diego, Cal.) is described by Bloxom as:

> ...a self-report instrument designed to assess values, attitudes and behavior relevant to Maslow's concept of the self-actualizing person. Specific variables assessed are (a) inner support(I), which is the tendency of a person to quite generally act on and be guided by his own principles and motives in contrast to responding to a wide variety of external pressures, and time competence (T_C), which is the tendency of the person to live primarily in the present free of hangups over past events and future uncertainties.[50]

The Inventory consists of 150 two-choice comparative value and behavior judgments. The items are scored twice, first for the two basic scales T_C (23) and I (127) and then for ten subscales: self-actualizing value, existentiality, feeling reactivity, spontaneity, self-regard, self-acceptance, nature of man, synergy, acceptance of aggression and capacity for intimate contact.

The major psychometric data reported in the manual are test-retest reliability correlations and normative data. The reliability coefficients for the major scales T_C and I are .71

---

[50] O. K. Buros, ed., The Sixth Mental Measurements Yearbook (Highland Park, New Jersey: Gryphon Press, 1965), p. 121.

and .77 respectively, and coefficients for the subscales range from .52 to .82. The manual points out these correlations are at a level commensurate with other personality inventories. The normative data are based on a first-year college student population.

The Attitude toward Foreign Language Learning Inventory (AFLLI) was constructed because no appropriate instrument was found in this particular area.[51] Three foreign language teachers were asked to discuss and list twenty statements describing attitudes and feelings toward foreign language learning. The attitude depicted varied from positive to negative. The statements were reviewed by the experimenter and a research-statistician in terms of relevancy, clarity and discrimination. Six items which had low discrimination were eliminated. From the remaining 14, five positive and five negative statements were selected and listed in random order. The instrument requests "Yes," "No," and "Not certain" responses. A sample statement is: "One should not attempt to speak a foreign language unless he does so perfectly."

The instrument was scored in the following manner. A "Yes" response for a positive statement or a "No" response for a negative statement was given three points. A "No" answer for a positive item or a "Yes" for a negative item received one point.

---

[51] The following text was consulted: M. E. Shaw and J. M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill, 1967).

A "Not certain" response for both negative and positive items received two points. The total score was the sum of negative and positive items. This was considered the individual's index attitude toward foreign language learning and method adopted.

To establish the reliability of the inventory, a study of pre and post scores for both experimental and comparison groups was done, using the Kuder-Richardson Formula 20. The "3" and "2" scores were considered "pass" and "1" was considered a "fail" response. The pass-fail proportion for each item was calculated, arriving at a .72 reliability coefficient.

Procedure of Analysis

Data on three German language tests and three Spanish language tests (Kansas, Curran Aural and Speaking Test) and two affective area inventories (POI and AFLLI) were available. In order to have a more thorough analysis, the different subtests in these instruments were considered separately. Performance in both German and Spanish was measured by seven variables: three in the cognitive area (reading comprehension, vocabulary and usage) and four in the practical area (listening and speaking skills). Affective area was measured by thirteen variables in personal orientation characteristics and one in attitude toward foreign language learning.

This data was subjected to analysis of covariance (ANCOVA) which recent literature in the field suggests is one of the least

biased methods to measure change. Williams,[52] for example, explains:

> What analysis of covariance provides is a method by which we can remove pretreatment variations (as measured by the control variable or covariate) from the post-treatment means (criterion variable) prior to testing the significance of the post-treatment differences among the groups. In more simple terms, analysis of covariance provides a basis for ruling out pretreatment differences when our interest is in testing post-treatment differences. The significance test for analysis of covariance uses an F ratio, and this is interpreted for probability in a manner similar to a straightforward analysis of variance.[52]

Although the sample size was comparatively small, the data for this study satisfied the requirements for this type of analysis:[53] 1) random samples, 2) independence between and within groups; 3) the potential for learning a foreign language is normally distributed in the population; and 4) population variances are equal, $\sigma^2_{1\ (\text{experimental})} = \sigma^2_{2\ (\text{comparison})}$. The University of California Biomedical Computer Program (BMDO4V) was used. The results are presented in Chapter IV according to the scheme of analysis on the following page (Fig. 7)

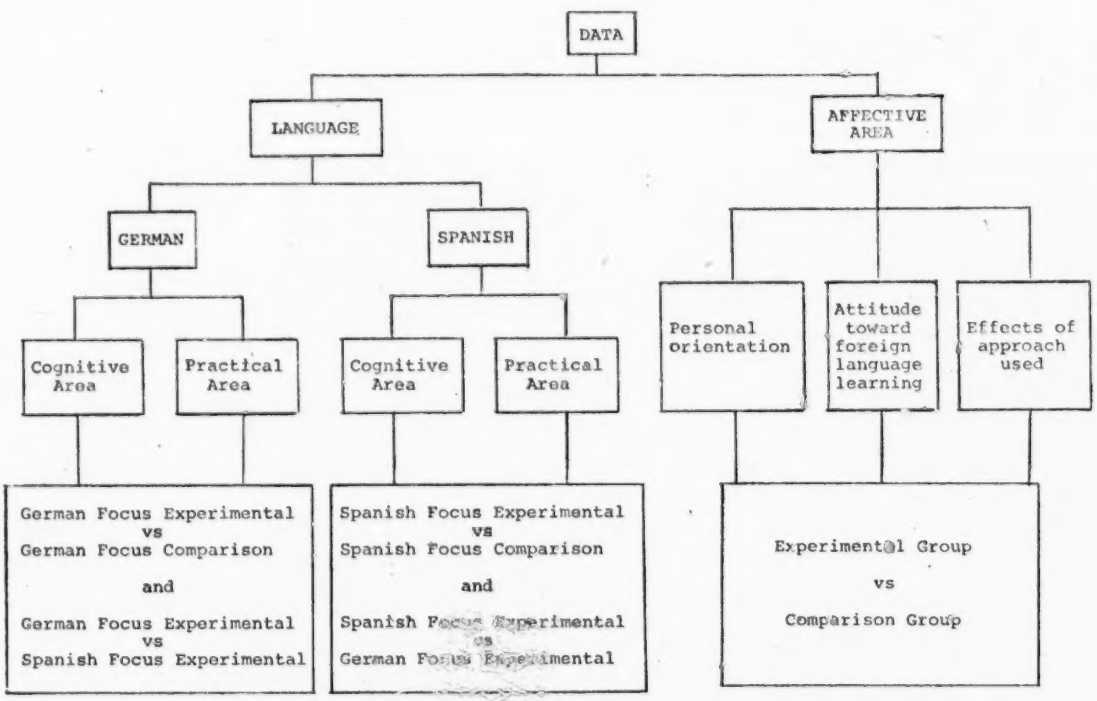
---

52 F. Williams, Reasoning with Statistics: Simplified Examples in Communications Research (New York: Holt, Rinehart & Winston, 1968), p. 93.

53 J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill, 1956), p. 274.

FIGURE 7

SCHEME OF ANALYSIS


DATA
LANGUAGE
AFFECTIVE AREA
GERMAN
SPANISH
Cognitive Area
Practical Area
Cognitive Area
Practical Area
Personal orientation
Attitude toward foreign language learning
Effects of approach used
German Focus Experimental vs German Focus Comparison and German Focus Experimental vs Spanish Focus Experimental
Spanish Focus Experimental vs Spanish Focus Comparison and Spanish Focus Experimental vs German Focus Experimental
Experimental Group vs Comparison Group

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of the testing as stated in Chapter III was to assess the effects of the counseling-learning in community approach (CCL) on attitude and learning, and to compare the results with those from a second group following traditional content-centered methods (TCC). For clarification, the characteristics of the CCL approach will be reviewed.

Counseling-learning is based on an educational philosphy which is whole-person-centered and reality-oriented. It has a tremendous respect for the learner and knower in their totality, psychologically, intellectually, somatically, and for the area of knowledge which is being shared and developed. Thus the CCL approach provides a personal, supportive relationship as well as a humanized and efficient language laboratory that encourages learners to work together.

Secondly, the theory supports the idea that a person, given the necessary tools in a personalized, supportive atmosphere, can be responsible for his own learning. This is

not to say, however, that the learner is abandoned in his finite state of intellectual experience. Students do need the "creative teacher," the "incarnate-redemptive" model with whom they can identify. As Curran beautifully puts it, "learning is persons,"...not mathematics or history or Spanish. Thus the modality of "cognitive counseling" allows the students the opportunity to "learn," deliberately, consciously by becoming attune, by listening with "heart and soul(mind)" to the teacher's communication and responding creatively to his ideas. At the same time, cognitive counseling allows the teacher the opportunity to share his humanity, his struggle to grow and generate new ideas.

Thirdly, counseling-learning recognizes the emotional component inherent in all learning which may enhance or inhibit the process. In this sense, the CCL approach provides the setting whereby each person is free to express his emotional reaction to the learning experience, whether it involves an awareness of self, of another or of the concepts themselves.

Evaluation of Language Achievement

In general, the results of the language tests show that significant learning was achieved by both groups even though the experimental group was exposed to two target languages simultaneously and even though guidance as a type of formal instruction for the CCL group was kept to a minimum. Moreover,

both groups report a proportionate amount of time spent in private study during the ten-week period, even though the CCL group was given no assignments or traditional tests; they were left entirely to their own motivation with regard to private study. The mean number of hours reported is 33.3 for the experimental group and 44.1 for the comparison group. The type of study reported in decreasing order of frequency was:

Experimental	Comparison
Listening to and singing songs used in class	Writing assigned drill exercises
Reviewing sentences from class conversations	Studying for quizzes and tests
Reading newspapers in either language (provided by the counselors)	Doing assigned readings
Listening to radio and television programs	Listening to assigned lessons in the language lab
Speaking to native speakers whenever possible (i.e., beauticians, waiters, building engineers, clerks)	

It is interesting to note that, left on their own, the experimental group seems to have enjoyed more varied and "life-like" study opportunities, conducive to "constructive learning." The comparison group activities, on the other hand, were required and more confining; therefore more conducive to "defensive learning."

The discussion of language test data follows the scheme of analysis presented in Chapter III. Each hypothesis is stated and the effects of the two treatments on seven variables in the two languages are summarized in table form. A profile of language achievement for each group is presented to make differences more readily observable.

Hypothesis 1

> Pre to post change in cognitive German language skills (reading comprehension and writing) of the German focus experimental group will not be significantly different from that of the German focus comparison group, as measured by the Kansas First Year German Test.

TABLE I

ANCOVA: COGNITIVE GERMAN LANGUAGE SKILLS

German Focus CCL Group VS German Focus TCC Group

Kansas Test	Experimental CCL			Comparison TCC			Dif. in Change
Language Variable	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	F
Vocabulary	40.67	64.54	3.71	43.17	67.09	3.70	.75
Usage	1.00	33.15	4.06	13.50	48.05	3.90	1.10
Reading Comprehension	14.17	54.17	8.82	4.17	52.13	11.11	2.30

d.f. = 1,10

The Kansas German Test measures cognitive skills in terms of vocabulary, usage (knowledge of grammar and idioms) and reading comprehension. In general, as predicted, there was no significant difference in the acquisition of cognitive skills between groups, even though the CCL group received no formal instruction in German and was exposed to Spanish as well.

These results may be explained in terms of Asher's[54] "incidental learning," or, more appropriately, Curran's "self-invested learning."[55] That is, the CCL group, feeling apparently a sense of belonging and truly investing in the experience, performed as well as the comparison group in the German cognitive area.

---

54 J. J. Asher, opcit. (Chapter II, p. 20).

55 C. A. Curran, Counseling and Psychotherapy, op.cit.,p.349.

Hypothesis 2

Pre to post change in cognitive German language skills of the German focus experimental group will be significantly greater than that of the Spanish focus experimental group, as measured by the Kansas First Year German Test.

TABLE II

ANCOVA: COGNITIVE GERMAN LANGUAGE SKILLS

German Focus CCL Group VS Spanish Focus CCL Group

Kansas Test	German Focus CCL			Spanish Focus CCL			Dif. in Change
Language Variable	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	F
Vocabulary	40.67	64.54	3.71	45.33	60.71	3.71	4.97*
Usage	1.00	33.15	4.06	17.17	24.13	3.99	11.21**
Reading Comprehension	14.17	54.17	8.82	23.33	30.62	10.10	14.70**

d.f. = 1,10

*$p \leq .05$

**$p \leq .01$

As predicted, Table II shows that gain for the German-focus experimental group is significantly greater in all three subtests of the Kansas test than that achieved by the Spanish-focus experimental group. The difference in vocabulary gain is significant at the .05 level, whereas the difference in gain in usage and reading comprehension is significant at the .01 level.

It is interesting to note that, while gain is more evident for the German focus CCL group (since the pretest mean in all three areas is consitently lower than that of the Spanish-focus CCL group), the Spanish focus group also shows gain in cognitive German language skills. This result supports the assumption that simultaneous learning of two contrasting languages is possible through the CCL method.

Hypothesis 3

Pre to post change in practical German language skills (listening and speaking) of the German focus experimental group will be significantly greater than that of the German focus comparison group, as measured by the Curran Aural and the Speaking Test.

TABLE III

ANCOVA: PRACTICAL GERMAN LANGUAGE SKILLS

German Focus CCL Group VS German Focus TCC Group

Test		Experimental CCL			Comparison TCC			Dif. in Change
	Language Variable	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	F
Curran Aural	Listening	24.00	57.17	3.45	25.00	43.26	3.41	10.3**
Speaking Test	Reading	12.50	15.56	.80	13.79	14.00	.79	5.4*
	Dialogue	3.33	15.27	.87	4.12	11.34	.89	7.1*
	Description	3.50	16.72	.98	5.38	10.73	.97	6.7*

d.f. = 1,10

*$p \leq .05$
**$p \leq .01$

The Curran Aural test in German measures a person's ability to understand a native speaking at various levels of sophistication. As predicted, gain in German listening skills is greater for the experimental group. The difference is significant at the .01 level.

Similar results are seen for all three parts of the Speaking test, oral reading, dialogue and description. Although the pretest mean of the comparison group is slightly higher than that of the CCL group, the adjusted posttest mean shows greater gain for the experimental group. The difference is significant at the .05 level.

Hypothesis 4

Pre to post change in practical German language skills of the German focus experimental group will be significantly greater than that of the Spanish focus experimental group, as measured by the Curran Aural and Speaking Test.

TABLE IV

ANCOVA: PRACTICAL GERMAN LANGUAGE SKILLS

German Focus CCL Group VS Spanish Focus CCL Group

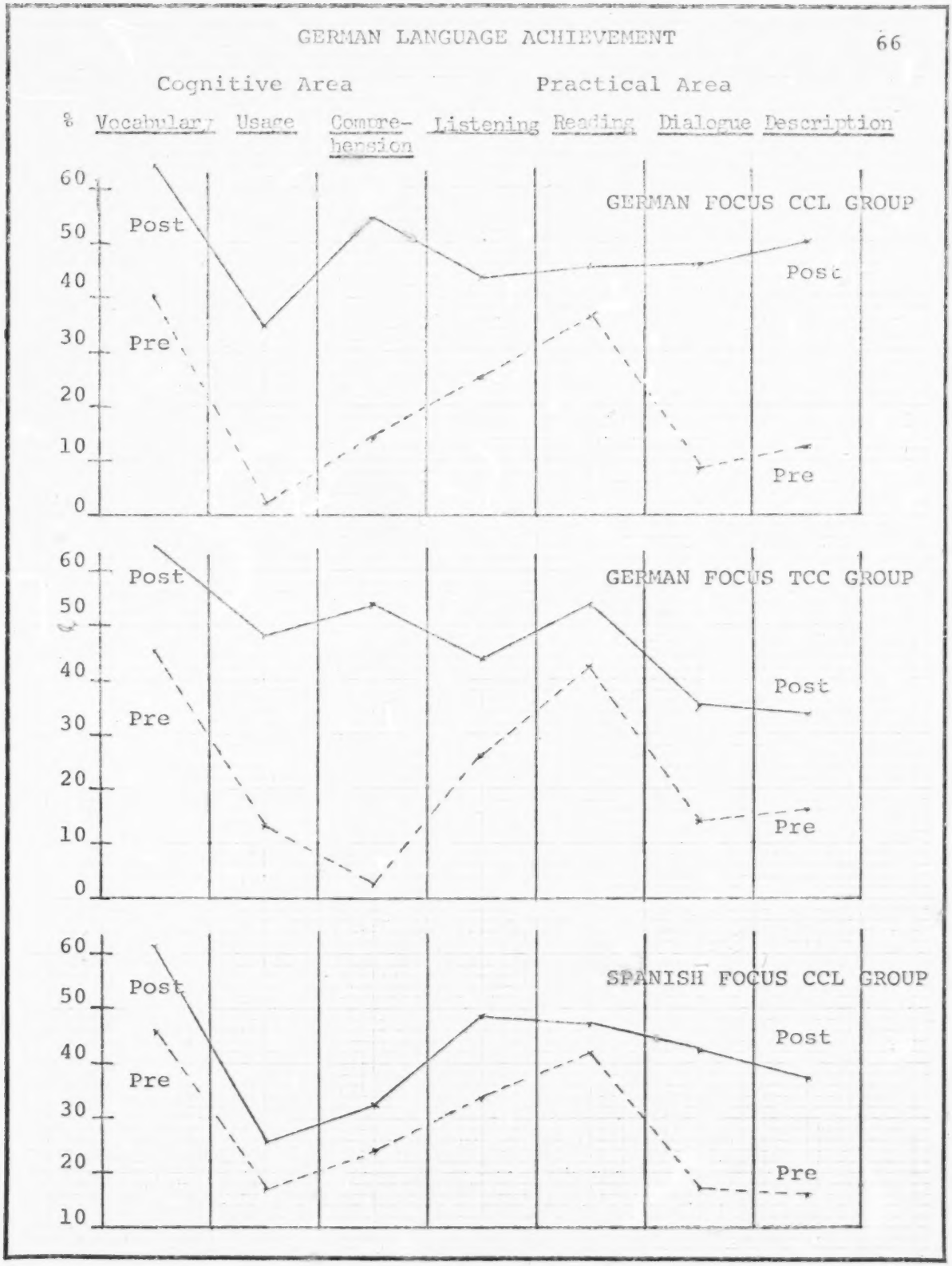
Test		German Focus CCL			Spanish Focus CCL			Dif.in Change
	Language Variable	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	F
Curran Aural	Listening	24.00	57.07	3.45	31.83	48.89	3.45	11.37**
Speaking Test	Reading	12.50	15.56	.80	14.17	15.95	.79	5.32*
	Dialogue	3.33	15.27	.87	6.17	13.71	.89	9.78**
	Description	3.50	16.72	.98	5.67	12.72	.98	10.02**

d.f. = 1,10

*$p \leq .05$
**$p \leq .01$

Table IV shows that gain in three of the four variables of the two practical German tests is significantly greater (at the .01 level) for the German-focus group. The Spanish-focus group, however, also shows gain in practical German language skills; in fact, this group shows greater gain (at the .05 level of significance) in the oral reading section of the German Speaking Test. This result verifies the assumption that simultaneous learning of two contrasting languages is possible through the CCL approach.

GERMAN LANGUAGE ACHIEVEMENT



Hypothesis 5

Pre to post change in cognitive Spanish language skills (reading comprehension and writing) of the Spanish focus experimental group will not be significantly different from that of the Spanish focus comparison group, as measured by the Kansas First Year Spanish Test.

TABLE V

ANCOVA: COGNITIVE SPANISH LANGUAGE SKILLS

Spanish Focus CCL Group VS Spanish Focus TCC Group

Kansas Test	Experimental CCL			Comparison TCC			Dif. in Change
Language Variable	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	F
Vocabulary	35.50	78.93	4.21	30.00	78.27	4.41	4.1
Usage	34.50	76.72	4.94	65.67	63.60	4.48	6.3*
Reading Comprehension	43.83	76.65	5.65	59.17	74.40	5.46	5.1*

d.f. = 1,10

*$p \leq .05$

Table V indicates no significant difference in gain in Spanish vocabulary between groups. This result was expected. In usage and reading comprehension, however, the experimental group achieved greater gain than the comparison group. The difference is significant at the .05 level. Although this result differs from what was expected, it is in favor of the CCL group.

Table V also shows that, initially, the CCL group performed better in vocabulary, whereas the comparison group was far superior in the other two areas. At posttesting, the experimental group surpassed the comparison group in all three areas. The difference in gain in usage and reading comprehension is significant at the .05 level. A probable explanation for this result may be that, given the fact both groups had some knowledge of Spanish at the beginning, the interpersonal freedom experienced by the CCL group enhanced their learning.

Hypothesis 6

Pre to post change in cognitive Spanish language skills of the Spanish focus experimental group will be significantly greater than that of the German focus experimental group, as measured by the Kansas First Year Spanish Test.

TABLE VI

ANCOVA: COGNITIVE SPANISH LANGUAGE SKILLS

Spanish Focus CCL Group VS German Focus CCL Group

Kansas Test	Spanish Focus CCL			German Focus CCL			Dif. in Change
Language Variable	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	F
Vocabulary	35.50	77.93	4.21	78.33	82.33	3.06	11.32**
Usage	34.50	76.72	4.94	66.50	71.00	4.50	10.60**
Reading Comprehension	43.83	76.65	5.64	63.00	72.46	4.53	9.82*

d.f. = 1,10

*$p \leq .05$

**$p \leq .01$

Table VI shows gain in Spanish language skills for both CCL groups, but also a variation from what was expected. Initially, pretest means for the Spanish-focus group are consistently lower than those for the German-focus group, indicating the latter group was more knowledgeable in Spanish to begin with. While, as predicted, gain is significantly greater for the Spanish-focus group in usage (at the .01 level) and reading comprehension (at the .05 level), the German-focus group surpassed the first group in Spanish vocabulary skills (at the .01 level).

A possible explanation may be that, given their initial familiarity with Spanish together with the closeness and commitment generated by the class as a whole, the German CCL group was encouraged to speak consistently in Spanish during the evaluative sessions.

This result again verifies the assumption that simultaneous learning of two contrasting languages is possible through the CCL approach.

Hypothesis 7

Pre to post change in practical Spanish language skills (listening and speaking) of the Spanish focus experimental group will be significantly greater than that of the Spanish focus comparison group, as measured by the Curran Aural and the Speaking Test.

TABLE VII

ANCOVA: PRACTICAL SPANISH LANGUAGE SKILLS

Spanish Focus CCL Group VS Spanish Focus TCC Group

Test		Experimental CCL			Comparison TCC			Dif. in Change
	Language Variable	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	F
Curran Aural	Listening	22.00	64.67	5.26	40.83	50.05	5.64	11.00**
Speaking Test	Reading	13.50	16.17	.61	13.5	15.70	.63	4.98*
	Dialogue	10.67	17.76	1.39	8.83	13.83	1.76	5.02*
	Description	7.67	17.98	.94	7.66	13.34	.89	6.35*

d.f. = 1,10

*$p \leq .05$

**$p \leq .01$

As predicted, the experimental group achieved greater gain than the comparison group in practical Spanish language skills. The difference in gain is significant at the .01 level for listening skills and .05 level for communication skills.

Hypothesis 8

Pre to post change in practical Spanish language skills of the Spanish focus experimental group will be significantly greater than that of the German focus experimental group, as measured by the Curran Aural and the Speaking Test.

TABLE VIII

ANCOVA: PRACTICAL SPANISH LANGUAGE SKILLS

Spanish Focus CCL Group VS German Focus CCL Group

Test		Spanish Focus CCL			German Focus CCL			Dif.in Change
	Language Variable	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	F
Curran Aural	Listening	22.00	64.67	5.26	48.83	60.95	5.99	11.76**
Speaking Test	Reading	13.50	16.17	.61	17.83	18.50	.66	5.83*
	Dialogue	10.67	17.76	1.39	16.67	17.85	1.49	11.13**
	Description	7.67	17.98	.94	17.83	19.17	1.34	13.01**

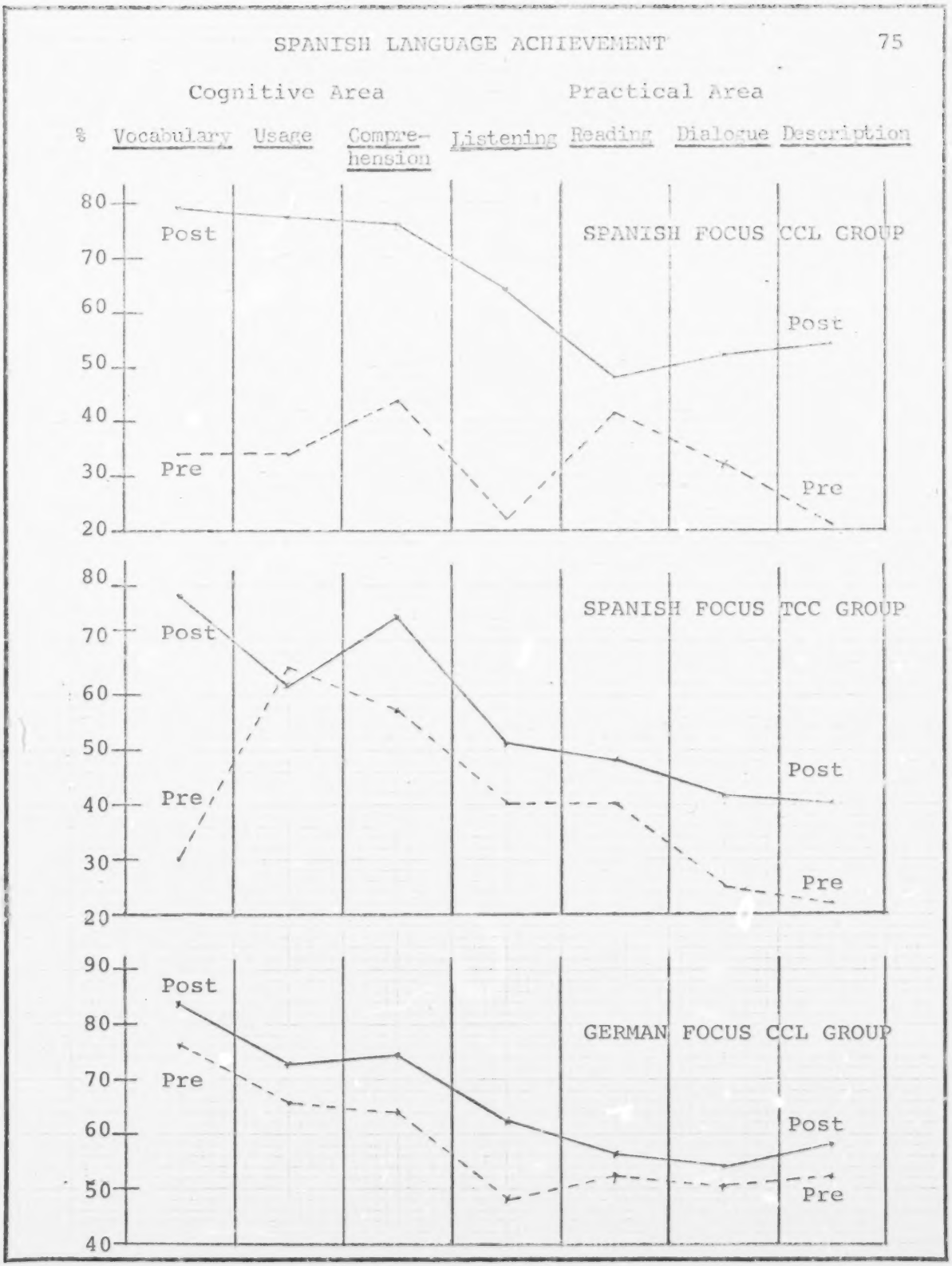
d.f. = 1,10

*$p \leq .05$

**$p \leq .01$

As predicted, Table VIII shows greater gain (at the .01 level of significance) in listening skills for the Spanish-focus group. The German-focus group, on the other hand, surpassed the Spanish-focus group in Spanish communication skills (at the .05 and .01 levels of significance). While this result was not expected, it may be explained in terms of the theory that receptive skills precede productive skills. (See Chapter II, pp. 19-21) A comparison of pretest means indicates both groups performed at a level commensurate with their initial standing.

Again, this result verifies the assumption that simultaneous learning of two contrasting languages is possible through the CCL approach.


Cognitive Area
Practical Area
%
Vocabulary
Usage
Comprehension
Listening
Reading
Dialogue
Description
80
70
60
50
40
30
20
Post
Pre
SPANISH FOCUS CCL GROUP
Post
Pre
80
70
60
50
40
30
20
Post
Pre
SPANISH FOCUS TCC GROUP
Post
Pre
90
80
70
60
50
40
Post
Pre
GERMAN FOCUS CCL GROUP
Post
Pre

Evaluation of Affective Area

Two separate instruments were used to obtain data on two affective variables, the individual's personal orientation as measured by the Personal Orientation Inventory (POI), and attitude toward foreign language learning, as measured by the Attitude toward Foreign Language Learning Inventory (AFLLI). A discussion of the results of analysis of covariance for these tests will follow the pattern established for the evaluation of language achievement. Each hypothesis is stated followed by a summary table of the data and an overall profile. The profiles, as seen earlier, help clarify specific differences.

Results of the POI

At it was discussed in Chapter III, the POI assesses personal orientation through ten scales for each of two specific factors, inner support (I) and time competence (T_C). The POI Manual recommends an interpretation of the results by noting, first, overall profile elevation and, secondly, scores on particular scales. The guidelines for intepretation are as follows:

> If the Time Competence and Inner-Directed scores or most of the scale scores fall above the mean standard score line based on the normal adult sample, the probability is that the person is one who is functioning relatively effectively and is comparatively competent in his development toward self-actualization. If most scores are below this mean, it may be that the individual is experiencing difficulty in his personal effectiveness and that changes in his value orientations would be beneficial in assisting him to experience further personal development toward self-actualization.[56]

Hypothesis 9

Pre to post change in personal orientation characteristics of the experimental group will not be significantly different from that of the comparison group, as measured by the Personal Orientation Inventory (POI).

Since an individual's personality tends to be generally stable, no significant change was expected for either group. The results on Table IX and Figure 10 indicate that pre and posttest means for both groups fell in the normal range of self-actualization (Mean Standard Score of 50).

Looking at individual scales, however, the experimental group shows gain in the inner-directed scale (significant at the .01 level), whereas the comparison group shows a slight decrease. The CCL group also shows gain (significant at the .05 level) in three other subscales: existentiality, feeling reactivity and capacity for intimate contact. The TCC group, on the other hand, consistently shows a decrease in almost all the scales, with the exception of gain in self-regard.

---

[56] E. L. Shostrom, Personal Orientation Inventory Manual (San Diego, Cal.: Educational and Industrial Testing Service, 1966), p. 15.

TABLE IX

ANCOVA: PERSONAL ORIENTATION

POI	Experimental CCL			Comparison TCC			Dif. in Change
Variables	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	F
Time Competent	18.50	18.58	.82	17.92	17.89	.80	-
Inner Directed	88.58	93.79	2.13	88.00	86.14	2.09	11.93**
Self-actualizing Value	20.75	21.07	.48	20.25	20.17	.52	-
Existentiality	22.58	23.34	.70	21.25	22.00	.75	4.41*
Feeling Reactivity	16.08	18.07	.68	16.92	16.60	.66	4.97*
Spontaneity	13.41	13.83	.63	14.00	13.66	.67	-
Self-regard	12.62	12.74	.43	11.92	13.11	.44	-
Self-acceptance	16.66	16.00	.79	18.25	15.47	.75	-
Nature of Man, Constructive	12.18	11.56	.51	12.08	12.13	.60	-
Synergy	7.75	7.23	.34	7.33	6.56	.38	-
Acceptance of Aggression	17.58	17.67	.81	17.00	16.83	.79	-
Capacity for Intimate Contact	18.91	22.51	.59	20.41	19.82	.57	5.63*

d.f. = 1,22

*$p \leq .05$

**$p \leq .01$

FIGURE 10 .

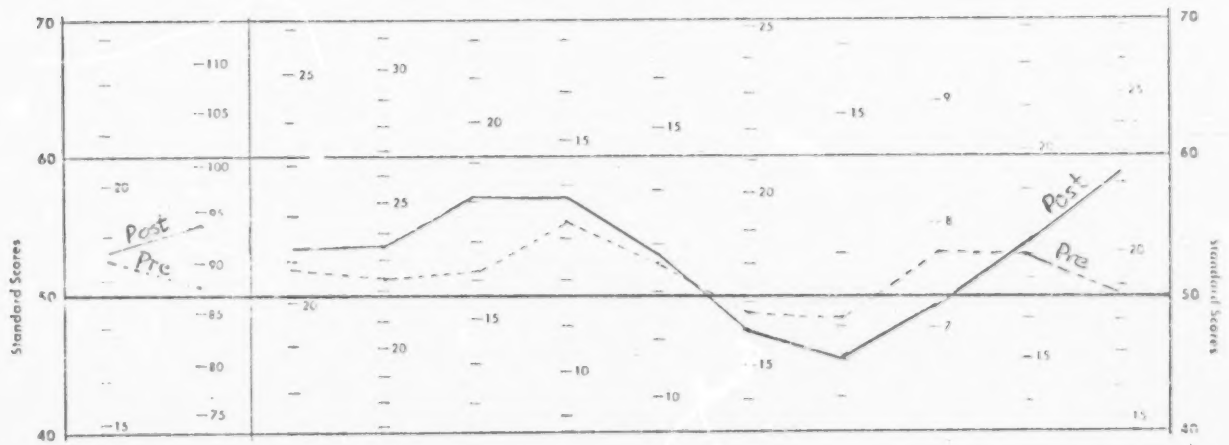
PROFILES FOR

THE PERSONAL ORIENTATION INVENTORY

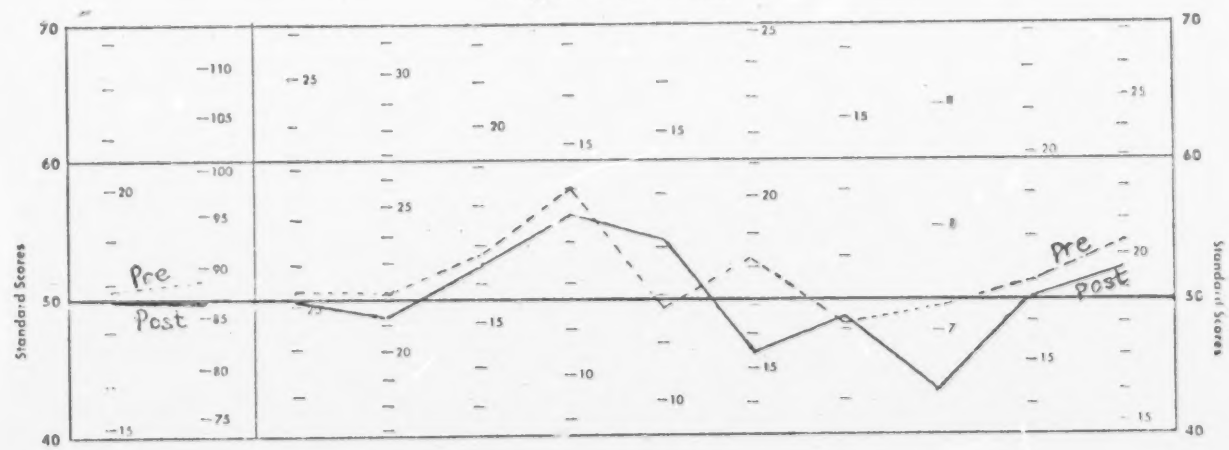
Pre and Post

		VALUING		FEELING		SELF PERCEPTION		SYNERGISTIC AWARENESS		INTERPERSONAL SENSITIVITY	
TIME COMPETENT Lives in the present	INNER-DIRECTED Independent, self-supportive	SELF-ACTUALIZING VALUE Holds values of self-actualizing people	EXISTENTIALITY Flexible in application of values	FEELING REACTIVITY Sensitive to own needs and feelings	SPONTANEITY Freely expresses feelings behaviorally	SELF-REGARD Has high self worth	SELF-ACCEPTANCE Accepting of self in spite of weaknesses	NATURE OF MAN: CONSTRUCTIVE Sees man as essentially good	SYNERGY Sees opposites of life as meaningfully related	ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression	CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T_C	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C

Experimental Group



Comparison Group



Moreover, the POI profiles (Fig. 10) reveal three interesting commonalities between individual scales. First is a slight gain in general self-regard for both groups. A probable interpretation might be that, as LaFarga[57] has reported, increased proficiency in a foreign language seems to enhance a positive self-regard. Curran also has reported that language clients in his groups often express greater self-awareness and understanding through a newly-acquired foreign language self.[58]

A decrease in self-acceptance and synergistic awareness is also common to both groups. This tentatively suggests a conflict stage in learning (Stage II-III) which may be marked by a kind of anger toward the self for not being "good enough," possible resentment of others' greater ability and/or sensitivity and consequent guilt for feeling that way.

In discussing the developmental stages of the counseling-learning process, Curran explains this conflict.

> A strong force for learning in these latter stages is an affective one, specifically indignation. As the learner's capacity to learn unfolds, he often needs to assert his own unique way of learning in a strong, forceful manner. The knower(counselor) must accept this as inherent in the learning process if

---

[57] J. LaFarga, op.cit., pp. 129-134.

[58] C. A. Curran, Counseling and Psychotherapy, op.cit., pp. 312-314.

> he is to help the learner. We came to see that as people become openly angry and are not rejected by their counselor-knower, they themselves feel a new positive internal process, unknown up to that time. This caused us to recognize the importance of anger in learning. Such personal indignation is a necessary assertion on the part of the learners, indicating that they do not wish to stay in the previous stages of dependency.[59]

It appears, then, that the psychological openness experienced by the experimental group seems to have enhanced personal and interpersonal awareness and commitment. As it will be discussed in Chapter V, personal comments from the participants themselves seem to support this interpretation.

---

[59] Ibid., p. 132.

Hypothesis 10

Pre to post change in attitude toward foreign language learning of the experimental group will be significantly greater than that of the comparison group, as measured by the Attitude toward Foreign Language Learning Inventory (AFLLI).

TABLE X

ANCOVA: ATTITUDE TOWARD FOREIGN LANGUAGE LEARNING

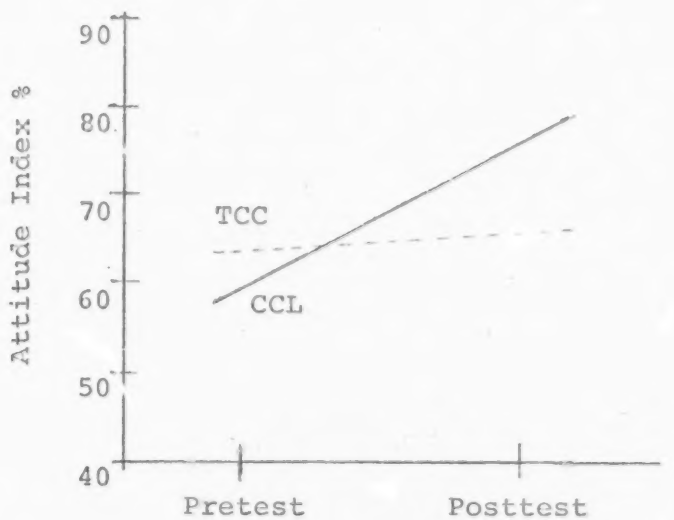
AFLLI	Experimental CCL			Comparison TCC			Dif. in Change
Variable	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	Pre test Mean	Adj. Post test Mean	S.E. Post test Mean	F
Attitude toward foreign language learning	17.81	23.88	1.15	19.22	20.30	1.17	6.15*

*$p \leq .05$

FIGURE 11

CHANGE IN

ATTITUDE TOWARD FOREIGN LANGUAGE LEARNING



——— Experimental Group(CCL)

- - - - - Comparison Group(TCC)

As predicted, Table X and Figure 11 indicate greater positive attitude change (significant at the .05 level) for the CCL group, even though at the beginning this group showed a less positive attitude toward foreign language learning in general, and a more skeptical attitude toward the CCL approach. A sample of individual differences in attitude change will be described in greater detail in the following chapter.

Summary

In terms of motivation to work or study outside the formal learning experience, both groups reported a proportionate amount of time spent in private study, despite the fact that no traditional assignments or tests were required of the experimental group. The mean number of hours was 33.3 for the CCL group and 44.1 for the TCC group. The experimental group reported varied and "real-life" type of activities, which seem more conducive to "constructive" learning, whereas the TCC group reported "required" activities confined to intellectual exercise and hence more conducive to "defensive" learning.

Gain in Language Proficiency

In general, test data indicate that both the experimental (CCL) and comparison (TCC) groups showed gain in their respective language focus. Significant differences in gain between groups were found as follows.

1. The cognitive area (reading comprehension and knowledge of grammar) was measured by the Kansas First Year German and Spanish Tests. A comparison between the German-focus CCL and TCC groups indicates both groups performed equally well in cognitive German language skills. As predicted, there was no significant difference in gain between groups. For the Spanish-

focus groups, however, the CCL group showed greater gain in Spanish usage and comprehension skills than the TCC group. The difference was significant at the .05 level.

2. The practical area was measured by the Curran Aural and Speaking Tests. As predicted, the experimental group in each target language surpassed the comparison group in listening and speaking skills. The difference was significant at the .01 and .05 levels respectively.

3. The assumption that simultaneous learning of two contrasting languages is possible through the CCL approach was verified through a comparison between the German-focus and Spanish-focus CCL groups.

In German language skills, as predicted, the German-focus CCL group achieved greater gain than the Spanish-focus CCL group in vocabulary, usage, reading comprehension and listening and communication skills. The difference was significant at the .05 level for vocabulary and and at the .01 level for the remaining skills. However, the Spanish-focus group also showed consistent gain in all the German language skills tested. In fact, in German oral reading, this group surpassed the German-focus group at the .05 level of significance.

In Spanish language skills, the Spanish-focus CCL group achieved greater gain than the German focus group in

listening, usage and reading comprehension. The difference was significant at the .01 level for the first two skills and at the .05 level for the third. The German-focus CCL group, on the other hand, surpassed the Spanish-focus group in vocabulary (at the .01 level of significance), oral reading and communication skills (at the .05 level of significance).

Affective Area

Data for the Personal Orientation Inventory indicates that pre and posttest means for both experimental and comparison groups fell in the normal range of self-actualization. This result was expected.

Looking at individual scales, however, the experimental group showed gain in the inner-directed scale (significant at the .01 level), whereas the comparison group showed a slight decrease. The CCL group also showed gain (significant at the .05 level) in three other subscales: existentiality, feeling reactivity and capacity for intimate contact. The TCC group, on the other hand, consistently showed a decrease in almost all the scales, with the exception of gain in self-regard.

As predicted, the results of the Attitude toward Foreign Language Learning Inventory showed greater positive attitude change for the experimental group. The difference was significant at the .05 level.

CHAPTER V

DESCRIPTIVE ANALYSIS

The purpose of this Chapter is, first, to describe the development of the experimental group by relating specific instances and personal comments, and, second, to discuss the consequent effects of both approaches as reported by the participants themselves.

The original plan for the experimental group was to spend one-third of each session in small group conversations, one-third using the Chromacord® equipment, and one-third in evaluation of the learning experience. In practice, this structure was adjusted to meet the needs and circumstances of each session.

Although the group in general was cohesive and constructive, the experimenter feels personal and interpersonal communication might have been explored in greater depth during the evaluative sessions. However, due to the short-term duration of the study, the counselors and facilitator decided to let the group determine their own level of relationship.

The issue of how much time or emphasis should be given to personal and interpersonal awareness and how much to content

is not definite. If one adheres to Curran's philosophy that "learning is persons," each session should be left "open." The decision to focus on either aspect for a period of time should be a corporate, deliberate and conscious group decision. Neither aspect should be neglected, however. If the issue under consideration is mainly the concern of one or two members, a different time could be set aside for their purpose.

Anxiety: Need of Artificial Aids for Communication

The first three sessions, as expected, were characterized by a certain amount of confusion, tension and dissatisfaction. Several members expressed the need to select topics ahead of time or to have drills in grammar and vocabulary. During the evaluative sessions, the following solutions were proposed and consequently carried out: playing charades; reviewing the beginnings of a map of German grammar, and planning a trip to Mexico.

While these solutions indicate a certain commitment to the languages, it should be noted that, under anxiety and stress, people are apt to make suggestions to postpone real engagement. Once a group becomes at ease with one another, however, no artificial aids seem necessary. In this study, by the end of the third session, the group had achieved a sense of equilibrium. This is evident in the following comment:

> I liked playing charades the other night because maybe we needed something to get us going, but we did not need anything tonight... we just talked.

This might suggest the misleading elements of the "helpful props" for conversations suggested by others. (See Chapter II) Experience in group process and group counseling indicates that artificial props often tend to prevent genuine communication and delay commitment to the group experience.

Security Aids Commitment

The Chromacord lab was introduced at the fourth session. Feeling more at ease with one another and increasingly comfortable in the client-counselor relationship, the group welcomed the equipment and became quickly adept at using the color code which had been given to them at the beginning of the course. They were especially pleased to study the visual tapes of their own sentences in the foreign language and to sing the popular songs. This enthusiasm is evidenced in the comments which were communicated through the language counselor.

- German is challenging!
  Deutsch ist herausfordernd!
- I would like both languages to try now.
  Ich mochte beide Sprachen jetzt versuchen.
- You must learn patience to have.
  Du must lernen Geduld zu haben.
- Dependency is the first stage.
  Abhängigkeit ist die erste Stufe.

...

The songs are beautiful and popular too!
Las canciones son bonitas y populares tambien!

All we need to do is dance for a
Alles was wir tun sollten ist tanzen um ein

complete experience to have.
vollkommenes Erlebnis zu habe.

Breaktrhough to Personal and Interpersonal Communication

The session that "broke the ice" for more personal and interpersonal communication was the release of frustration from one of the members because others, she felt, spoke more freely in Spanish:

What do you think K.? Why don't you speak?
Was denken Sie, K.?... Warum sprechen Sie nicht?

. . . (pause)

I can't. All of you speak much better than I do.
No puedo. Todos ustedes hablan mucho-mejor que yo.

All of us?
Todos?

Yes, when I get ready to say something,
Si, cuando me siento lista para decir algo,

C. is already answering the question.
C. ya esta contestando la pregunta.

. . . (pause, followed by uncomfortable silence)

After a few defensive exchanges, other members joined in criticism or praise of the more enthusiastic participant who often enlivened but also monopolized the conversation. The

confrontation and real caring shown by the group resulted in personal insight for the over-enthusiastic group member:

> Well,...I guess talking too much is one of my problems...especially when I am axcited.
>
> (Bueno,...Creo que el hablar demasiado es uno de mis problemas...especialmente cuando estoy emocionada.)

Toward the conclusion of the session, the facilitator broadened the incident by commenting that, in general, both talkative and quiet persons gradually contribute, in their own way, to the development of a group.

The emergence of personal insight often occurs in Curran's foreign language groups; sometimes language clients are moved to deep examination of themselves. This suggests future research might examine how a person's awareness of the way he functions linguistically may invoke a better understanding of the way he functions personally and in his relationships with others.

From a Group of Individuals to a "Community"

Only one evaluative session extended the time limits. This was due to the presence of two visitors who came to observe the class. The facilitator debated asking them to simply observe for fear their participation would inhibit the group. To everyones surprise and contentment, the group was motivated to examine their growth from a group of individuals to a real "community."

One visitor "felt drawn" to participate by the congeniality of the group. The other asked questions that allowed the group to express the "growth" they had experienced. The following comments illustrate the various stages.

> I feel we have come a long way from the first class in which we all seemed occupied with ourselves and how to go about this new system. Now we seem to be more concerned with one another.

> I felt worn out with our first sessions--bringing in the lanterns was a relief. Now I feel like I have more energy... (pause) ... I ... Ich fühle mich sehr gut heute abend weil ich meinen ersten korrekten Satz auf Deutsch ganz alleine gesprochen habe.
>
> (I feel good tonight because I said my first correct sentence in German my myself.)

This comment illustrates how, as people feel secure in the counseling-learning experience, they almost unconsciously move into the foreign language to communicate their ideas, even in ordinary discussion.

> Our silence for me today was different. Before I had the feeling we withdrew into our separate individual selves and became isolated. I was comfortable today...our silence was thoughtful, emotional....
>
> (Nuestro silencio fue distinto para mi esta noche. Antes parecía que nos aislabamos dentro de nosotros mismos. Hoy me sentí a gusto...nuestro silencio fue comunicativo, lleno de sentimiento.)

Others added,

> ...We have developed a sense of humor. We laugh more.
> (Hemos desarrollado un sentido de humor. Nos reímos mas.)

. We also seem more alert, or "quick-minded." (Estamos mas alertos, o pensamos mas rapido.)

. Yes, I like that phrase, "quick-minded." In my other classes I felt dull today.

Others emphasized increased confidence and total involvement.

. What you said on creativity was beautiful because I do feel that no matter how awkward my sentences were, they were mine.

(Lo que dijo sobre "creativity" fue lindo porque a pesar de que mis oraciones fueran torpes... eran mías.)

. I feel involved with my total self. When thinking, working out and speaking my own sentences, I am using my thoughts, feelings... and whole personality.

. We are not just learning a language; we are getting to know ourselves better and one another.

(Wir lernen nicht nur eine Sprache, sondern lernen uns selbst und andere besser kennen....)

The German counselor himself stated,

. What has amazed me is the good pronunciation from the very beginning.

This final comment suggests that many mispronunciations may be due to tension and nervousness. As adults become secure and give themselves in child-like abandonment to the counselor, they are apt to pronounce more accurately because they simply let the words flow through them without distortion, tension and resistance.

Behavior Change: Individual Differences

Behavior differences were also noted. Clarity and loudness when speaking the languages improved in proportion to the speaker's confidence. "Whispering" had been a sore spot for the group during the first sessions. Also, those who had some knowledge of Spanish began to speak German.

Here again the facilitator considered introducing another structure, whereby the more able Spanish-speaking clients could have become the counselors to the Stage I clients. However, the small groups and limited number of sessions advised against it. Also, the group preferred the more fluid structure, as was seen by their enthusiasm to have the counselors become part of the group. Thinking of larger classes and longer terms, however, this strategy has proven most helpful, if not necessary.

Moral support and encouragement came more freely as the sessions continued. One undergraduate who was particularly quiet was voted the "best operator" with the lanterns, and his partner became the "tenor" in the group. One of the graduate students gained the respect of all for insights that added depth to intellectual discussion; another took the lead in sensitively assessing the group's development toward "community."

The group also became attuned to concrete situations. For example, one member expressed anxiety over a term paper for a literature class and was given the chance to present his ideas.

A discussion of poems by Goethe led to a presentation of personal poems by one of the members. Toward the end of the sessions, two members involved in student-teaching initiated a discussion on the applicability of the counseling-learning approach to other areas, such as social studies or literature classes.

The final decision the group made was to celebrate the posttesting session with a Mexican dinner. To everyone's delight, the restaurant had a band so in the end dancing was part of the program.

While the dinner celebration and other activities might be the outcome of regular foreign language classes, these are more common of the group self-investment produced by counseling-learning. These activities indicate movement away from "getting a good grade" and toward a sincere desire to develop a new language self.

Role of the Counselors

Not much attention has been given to the counselors. This should not minimize their importance, for it is through their respect for and sensitive understanding of the clients, as well as their skillful and knowledgeable assistance, that the group members were able to "give birth to" and/or develop their Spanish and German selves. Their role at first kept them outside the group; but by the fourth session the counselors

had become clients as well. The counselors' integration into the group was probably facilitated by the fact that several members assumed an "adolescent" stage, speaking consistently in Spanish.

As the course began, the facilitator had the impression both counselors were reserved, sensitive individuals. Through the sessions both seemed to unfold in self-assurance, charm and sense of humor. In fact, toward the end, the group agreed they were a handsome, outgoing pair. It seems appropriate to present here the personal evaluations which the counselors wrote during the final evaluation session.

> My incipient fears of being unable to solve all the grammar problems disappeared as soon as I realized nothing was really demanded of me. The conversations were simple and everyone seemed to appreciate my help.
>
> As counselor I first had no chance to become part of the group, but when we decided to change this, I felt much more comfortable. In fact, I enjoyed every class. My ability to speak Spanish improved as a result of it....My inability to be open with others came out but I felt accepted--I even enjoyed being kidded about it. I got to know some members to the extent of considering them good friends...

This comment suggests a double ego-defense structure which may exist in many classrooms today. Considering the counselor's first sentence, one might see how "defensive learning" may be prompted by "defensive teaching." That is, in anxiety that he cannot answer all the questions the students raise, the teacher

may become defensive from the moment he enters the classroom for the first time; this in turn can threaten the students and cause them to become defensive themselves. This mutually defensive situation may be perpetuated for the duration of the term.

> My real acquisition in language was a "taste" for German. I never thought, as a native Spanish speaker, I would enjoy listening to a German radio station twice a week, and to the German song tapes in between. Studying German with the equipment also helped my English. In the conversations too I tried to be more relaxed when speaking English.
>
> The key to this improvement, I feel, was the closeness with the group. I found I could be more myself and feel more comfortable in a "foreign group" situation. I feel I made new friends. Conversations with separate members after class were insightful and had a lingering effect.

Judging from these comments, it seems the experience was personally and linguistically enriching for the counselors as well.

Role of the Facilitator

The experimenter was the facilitator. During the conversations she recorded the sentences and prepared the visual tapes. During the laboratory session she operated the sound-visual equipment and "coached" the class by highlighting characteristic patterns or rules for each language. This was the only "direct" kind of instruction offered, and done so in a concise, matter-of-fact, unobtrusive manner--through the laboratory apparatus, as will be seen later.

Finally, she participated as group member in the evaluative sessions commenting or reflecting feelings whenever necessary as well as being language counselor to proximate members. She chose German as the medium of communication for three reasons: to reinforce for herself and the group the role of "member" rather than "leader," to belong as a "frail" member still in need of the counselor's help, and because she welcomed the opportunity to speak German.

The delicate position of the counselor-knower warrants further consideration. Insofar as the counselor or facilitator represents a kind of "expertise," he runs the risk of being alienated in a number of ways: for example, by being resented for "knowing too much," or by invoking a kind of dependency in the client-learner.

Speaking on the alienation the native counselors often expressed in his groups, Curran explains:

> This god-like position...while given the native counselor great prestige, had the painful adverse effect of removing him from any sense of sharing or belonging to the group. He was simply one who knew every word and every construction, and so seemed to have a kind of absolute, unquestioned power and supremacy.[60]

One of the advantages, then, of treating two or more foreign languages, especially at the university level, is that it offers the proficient speaker in one language--especially the native counselors--the option to become "incarnate" and share the

60 C.A.Curran, Counseling & Psychotherapy, op.cit.,p.309.

group's struggle to learn another language. In this study, as the counselors and the facilitator tried to speak the language they knew least, they felt increasingly accepted as group members. This in turn helped them to be more effective in their role.

Personal Evaluations

During the final session the group were asked to write a brief statement with reference to their experience as a whole. Following are some of their comments.

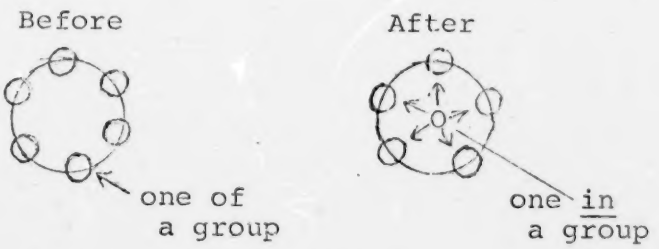
> When I started I knew nothing of German but now I can form simple sentences. I didn't speak very much but I got a lot out of just listening. As others said, I think I was one of the "best" with the lights. I'm pleased about that.
>
> I felt I gained much more from this class than any other I've had--in interaction with others. Even though others accepted my being quiet, I felt encouraged and participated more than I usually do...
>
> I was doubtful of this method at first, but once I got involved, it really took a lot out of me.

> My ability to speak Spanish improved from the standpoint that I felt free to express myself and I was even anxious to communicate ideas--I was surprised at the level of sophistication we reached sometimes....
>
> I also feel I made a big step forward in German--although my ability to speak it is not that great.... I was surprised to see I could answer more questions in the final German test and understand more German on the tapes.

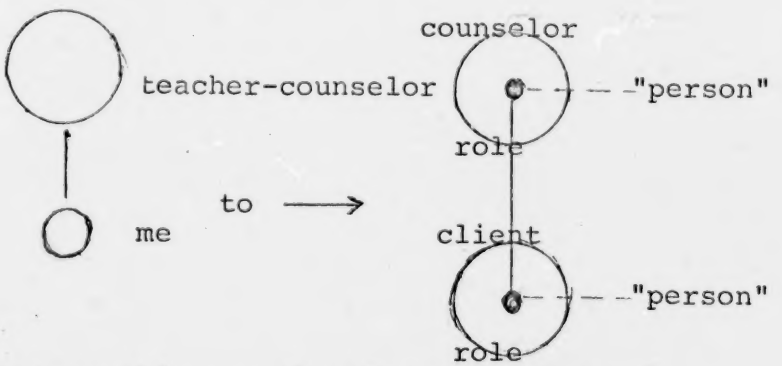
> I really enjoyed the classes but I am not sure how much Spanish I learned. I still think I need more structure so I could really study. I guess toward the end I tried to speak more. German seemed easier, especially through the lanterns....One thing I will remember and that is how silence from one member can affect a group.

What was of real value to me was feeling a gradual caring for the class as a group and toward individuals separately. I grew more comfortable in Spanish, even proud. But I was also conscious that my enthusiasm was inhibiting others, so it was a relief to talk about it. This kind of pushed me to try German also.

Aside from the languages, I grew more perceptive as to the types of interaction that were going on... I ended up with a feeling of being one <u>in</u> a group.



My attitude toward the counselors and the facilitator also changed from



Perhaps this was the biggest "+" in my experience. I felt the "me"-ness and the "you"-ness which cut through the impersonal "my role-your role" idea.

For a class in which you said there would be no assignments, we sure did a lot! I found myself asking my grandmother (she is from the Old Country) for German phrases so I could catch up with everybody... Yes, I guess I am competitive....

I feel satisfied with my work in the course, especially in Spanish. I can say something now without struggling to compose it. What helped me was the fact I was free to just try without being afraid to make mistakes. But I am beginning to recognize my own mistakes as well as those of others....

I was pleased to see we were interested in each other, how we felt about things--sometimes I even forgot we were speaking in two languages...

The first thing I remember was feeling out of place in a class with graduate students. I even thought of dropping out. But I changed my mind when I realized my Spanish was pretty good and that there would be no assignments or tests. Despite bold mistakes in Spanish--which nobody seemed to mind--I was proud to keep up and express my ideas, especially in our philosophical discussions.

German was even more exciting and new. I am not sure I will remember what I said in any systematic way, but I often tried to speak German with other friends who were studying it in another class and they never really tried to keep up a conversation with me--although I am sure they knew more grammar than I did or do.

I was never familiar with the German language until this class. I became very excited about it even though at the beginning I saw myself learning more Spanish. I feel German is beautiful! I think I was more conscious of "learning" Spanish in the sense of rules, but with German, I did not expect to learn anything--I just spoke and the language came right through to me without questioning whether it was right or not....

In Spanish I felt I was fighting to construct the sentences correctly--so the counselors would not have to make any corrections.

As for the counselors--I love them! They really let me try....I got to know them better when they tried to speak the language they didn't know.

Ensuing Effects

In order to determine the long-term effects of the two approaches, both experimental and comparison groups were contacted several months after the experience. The experimental group was invited to view the slides which had been taken during the sessions. Ten were able to attend and two were contacted by phone.

Two members of this group reported a brief sojourn in Europe, especially in Germany. Two members had secured positions to teach English in Mexico. Two had made plans to teach in the bilingual and TESL (Teaching English as a Second Language) programs in Chicago. One member had joined a national airline which travels into Central and South America. Three members were pursuing further study in foreign languages, two in German and one in French. Finally, two members reported continued interest in the languages but no special activities related to them.

While these activities are not unusual in themselves, they support the personal comments made by the CCL group at the end of the experience. The fact that the group spent a comparatively short time together suggests also that self-investment does not necessarily have to take a long time.

These results point in the direction of Curran's "insemination" theory of learning--in contrast to a "problem-

solving" theory of learning--which suggests that learning is determined not by the immediate effectiveness with which "the seed goes into the soil," but by the long-term process through which the soil in its own way produces new fruit.

Discussing the end product of the "creative" teaching-learning relationship, Curran explains:

> It is not just the information that the knower presents, nor simply what the learners understand, both cognitively and affectively, in the person and the thought process of the knower. It is also what the learners themselves creatively reproduce as unique expressions of their own invested selves.
>
> This is a kind of "insemination" process of learning that has been generally overlooked in our modern intellectualized and factualized approach to education. It is contained, however, in the use of the word "seminary" as a place of learning.... Capturing this word in its exact meaning, the creative presentation of the knower-thinker is an "insemination" function. The learners first receive the knowledge in its initial form. They understand, respect, and convalidate both it and the person who gives it. This allows for the possibility that such knowledge can then emerge as a unique creative learning experience marked with the special personal characteristics and needs of each student.[61]

---

[61] C. A. Curran, Counseling-Learning, op.cit., pp.117-118.

The activities reported by the comparison group, on the other hand, are more indicative of "defensive" or "pragmatic" learning. Only in rare instances do their comments reveal a convalidating experience. These students were also contacted by phone. They were asked simply to comment on their overall reaction to the class in retrospect, and on any related activities in which they had participated. Five of the six members in the Spanish class received an "A" (excellent" or "B" (above average)' grade, and one received a "C" (average) grade for the course. Five completed the first yea sequence and one stopped after the first course. Some of their general comments follow:

. Since I made Spanish my major I am planning to spend my senior year in Madrid. I'm so excited I can hardly wait!
("A" average in language study)

. Well, I did finish the sequence but I'm afraid I am losing it already.
(B average)

. I got "A's" but I can't speak it as I would like to. Ms. G. was a good teacher and I liked her but... I'm a sociology major and next year we'll be going to work in a Latin American community and I don't really feel prepared... I think they'll just make fun of me.
(B average)

. One course was enough for me. I took two years of it in high school, so I don't plan to take any more unless I have to.
(B average)

> I ended up with a "B" average and was really happy with that. The competition was rough because some of the kids knew Spanish already.
> (B average)

> I think I should have used the language lab more often on my own, but you know... the lab is so out of the way that it really takes will power to spend an hour up there by yourself.
> (C average)

As can be seen in all but the first comment, despite their success in achieving a "good" grade and despite the fact all but one completed the first-year language requirement, these students, apparently, were left with either unresolved hostility or indignation for an "unfair" experience or a sense of guilt for not achieving the expected level of proficiency. Finally, the reluctance to being isolated or "buried" in the language laboratory is in sharp contrast to the enthusiasm and teamwork experienced by the experimental group.

The reactions from the students in the German comparison group seem more defensive and negative, perhaps due to the stereotype attitude that "German is difficult." The grades they reported were two "A's," two "C's," one "B" and one "D." Some of their comments, in gist, were as follows.

> I enjoy languages and after two years Spanish in high school I wanted to try German...We had to work hard because Ms. H. was strict. I didn't mind this but some kids did so they dropped out. From 25 we ended up with 11 at the end of the year. This was O.K. though because we got to know one another better as a small class.
> (A average)

I took only one course because my schedule didn't permit it, but I'll take German II next fall...I think we'll get more conversation then.
(A average)

It was just another class. I did my work and didn't complain as much as others did so I got a "B." The second course was more interesting, but I'm not a language major so I'll just complete my requirements next year.
(B average)

I did O.K. my first year. I can't speak it but I can read it. As an English major I like to compare both literatures, so I'll take another course next year.
(C average)

I took one course. I just couldn't hack it. I wound up with a "D" but I think I did better than that....It really pulled down my average... Any way... I would recommend more contact with culture--people, rather than words and declensions.
(D average)

I dropped out after my first course--I got a "C"--because I really didn't need it for graduation. Speaking German wasn't difficult for me--I'm a music major and my background is Polish and Serbo-Croatian--but I just couldn't tolerate my slowness with the grammar. I used to say to myself...'If Ms. H. can speak English and German perfectly, why can't I?' I couldn't stand the pressure either--I was an upperclassman and the others were mostly sophomores--and whenever we went around the room reviewing homework, my sentences were almost always wrong!
(C average)

The last two comments again indicate a disturbing, unresolved confusion and hostility. It is the experimenter's belief that, given the opportunity to explore these feelings, the psychological blocks could have been resolved. Moreover, it is the

writer's experience that open communication brings forth individual talent which enhance the group's resources.

It is evident, from the last quote, that this person was struggling to make a commitment to the language, perhaps even to the teacher, but caught in the narrow focus of linguistic structures, her talent, her sensitivity to sound, was not tapped. No doubt in a freer atmosphere, she would have enchanced the group's appreciation of German phonology and intonation.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

Summary

The Nature of the Problem

The impact of the "human potential movement" on education may be said to have had its impetus from the development of the theory and practice of counseling, psychotherapy and group process. Although such a movement encompasses various approaches to teaching and learning, the trend seems to be toward a common goal: personal growth through the internalization of knowledge and increased awareness and appreciation of self and others. This, in essence, is the goal of the counseling-learning in community (CCL) approach to education.

Purpose

The purpose of the present study was to evaluate the counseling-learning approach to foreign language instruction as compared to a traditional approach in terms of language achievement, personal orientation and change in attitude toward foreign language learning.

Procedure

Twelve students at Loyola University of Chicago volunteered to learn either Spanish or German under simultaneous exposure to both, with the help of two native speakers trained in counseling and oriented toward the counseling-learning approach. They received three hours credit in educational methods. The activities offered this group consisted of 1) conversations directly in the target language through the client-counselor relationship; 2) discrimination of linguistic structure through the multi-sensory Chromacord® equipment; and 3) evaluative sessions to appraise the learning experience. The experimenter, trained in counseling and having expert knowledge of Spanish and a good knowledge of German, participated as group facilitator.

The comparison group was composed of twelve students from regular Spanish and German language classes at a different university in the area who volunteered to take the same test battery as the experimental group. These students were part of the regular classes taught by native speakers under traditional classroom and laboratory methods, and received the usual three hours foreign language credit.

Both groups met three hours a week for a period of ten weeks under their respective treatments. A pre-post battery of cognitive and practical language tests, a personal orientation inventory and an attitude toward foreign language learning

inventory were administered to both groups independently. The experimental group was tested in both languages; the comparison group was tested only in the target language, either Spanish or German.

Data on seven language variables and two affective variables was subjected to analysis of covariance; pretest data was used as covariate. The ensuing effects, obtained through personal contact with the participants, were reported through descriptive analysis.

Results

Gain in Language Proficiency

1. Counseling-learning vs traditional approach: In general, test data indicate that both the experimental (CCL) and comparison (TCC) groups showed gain in their respective language focus. Significant differences in gain between groups were found as follows.

a) The cognitive area (reading comprehension and knowledge of grammar) was measured by the Kansas First Year German and Spanish Tests. A comparison between the German-focus CCL and TCC groups indicates that both groups performed equally well in cognitive German language skills. As predicted, there was no significant difference in gain between groups. For the Spanish-focus groups, however, the CCL group showed greater gain in Spanish usage and comprehension skills than the TCC group. The difference was significant at the .05 level.

b) The practical area was measured by the Curran Aural and Speaking Tests. As predicted, for each target language, the experimental group surpassed the comparison group in listening and speaking skills. The difference was significant at the .01 and .05 levels respectively.

2. Assumption verified: The assumption that simultaneous learning of two contrasting languages is possible through the CCL approach was verified through a comparison between the German-focus and Spanish-focus CCL groups.

a) In German language skills, as predicted, the German-focus CCL group achieved greater gain than the Spanish-focus CCL group in vocabulary, usage, reading comprehension and listening and communication skills. The difference was significant at the .05 level for vocabulary and at the .01 level for the remaining skills. However, the Spanish-focus group also showed consistent gain in all the German language skills tested. In fact, in German oral reading, this group surpassed the German-focus group at the .05 level of significance.

b) In Spanish language skills, the Spanish-focus CCL group achieved greater gain than the German-focus group in listening, usage and reading comprehension. The difference was significant at the .01 level for the first two skills and at the .05 level for the third. The German-focus CCL group, on the other hand, surpassed the Spanish-focus group in vocabulary

(at the .01 level of significance) and oral reading and communication skills (at the .05 level of significance).

3. In terms of motivation to work or study outside the formal learning experience, both the experimental and comparison groups reported a proportionate amount of time spent in private study, despite the fact that no traditional assignments or tests were required of the experimental group. The mean number of hours was 33.3 for the CCL group and 44.1 for the TCC group.

Affective Area

1. Data for the Personal Orientation Inventory indicates that pre and posttest means for both experimental and comparison groups fell in the normal range of self-actualization. This result was expected. Looking at individual scales, however, the experimental group showed gain in the inner-directed scale (significant at the .01 level), whereas the comparison group showed a slight decrease. The CCL group also showed gain (significant at the .05 level) in three other subscales: existentiality, feeling reactivity and capacity for intimate contact. The TCC group, on the other hand, consistently showed a decrease in almost all the scales, with the exception of gain in self-regard.

2. As predicted, the results of the Attitude toward Foreign Language Learning Inventory showed greater positive attitude change for the experimental group. The difference was significant at the .05 level.

While the differences in personal orientation and attitude toward foreign language learning as reported may be due to a number of factors (i.e., differences in age, maturity level, level of academic achievement), it is plausible to suggest that the secure, personal, non-stress producing atmosphere and psychological freedom made possible through the counseling-learning approach facilitated the CCL group's growth in personal awareness and interpersonal sensitivity.

Conclusions

The following conclusions may be tentatively drawn from the data collected. External validity of the findings may be improved by replication of the study using different criteria for selection of experimental and comparison groups and other controls such as a larger sample and longer duration of the treatment.

1. A comparison between experimental and traditional treatments indicates the counseling-learning approach to foreign language instruction is successful in bringing about significant learning in the cognitive and practical areas.

2. The assumption that simultaneous learning of two contrasting languages is possible through the counseling-learning approach was verified by comparing language achievement for both German-focus and Spanish-focus experimental groups. It may be inferred from the findings that through self-investment, empathic listening and interpersonal commitment, the CCL groups

learned one another's target language to a certain degree.

3. Both experimental and comparison groups reported a proportionate amount of time spent in private study, despite the fact that no pressure was applied to the CCL group in terms of traditional assignments and tests. This finding suggests that increasingly as students make personal investment in the learning experience, they tend to need less external motivation and assume greater responsibility for their own, self-directed learning.

4. The results of the Personal Orientation Inventory tentatively suggest that psychological openness in a learning experience may reduce blocks that inhibit the process and further growth in self-awareness and interpersonal sensitivity. Gain in general self-regard, as measured by the POI, for both groups also suggests that increased proficiency in a foreign language may result in increased personal awareness. This result corroborates other findings reported.

5. The results of the Attitude toward Foreign Language Learning Inventory suggest that the counseling-learning approach seems to enhance a positive attitude toward the learning of foreign languages.

6. Finally, the nature of the ensuing activities reported by the experimental group at the end of the academic year suggest that "constructive" learning had taken place.

Recommendations

The findings reported seem to call for the following recommendations:

1. A replication of the study might be considered, extending the duration of the experience (i.e., two, four or eight semesters) in other languages (i.e., Japanese, Mandarin, Russian, Modern Greek) with different populations (i.e., first-year high school students) and varying circumstances (i.e., single or simultaneous exposure to one, two or more foreign languages), in other settings (i.e., setting where the language is predominantly spoken). This study would certainly include the teaching of English to speakers of other languages.

2. Since the results of the present study seem to indicate the potential feasibility of this approach, further experimentation might focus on one of the three aspects treated here (i.e., counseling-learning relationship, use of multi-sensory equipment and programming, and evaluative sessions). A study, for example, might evaluate the use of the Chromacord® learning laboratory with programmed popular songs and coordinating psychomotor activities (i.e., dancing) as related to language learning.

3. Another study might adapt the counseling-learning approach to other areas (i.e., literature classes, mathematics, creative writing, civil government) at various levels (i.e.,

elementary, high school, college). The programming would need to be developed, but the prospect seems challenging.

4. Another study might focus on the dynamics of foreign language learning in the latter stages (IV and V) of the counseling-learning model, where a subtle study of individual and group reactions could shed some light on creative working relationships. In such a case, it would be suggested that the counselor(s) and facilitator meet briefly after each session to gain a different perspective. During the present study, this was done three times: at the beginning, midway and toward the end of the counseling-learning experience.

5. Finally, in view of the theory that increased proficiency in a second language seems to enhance increased self-regard and personal awareness,--as the present study also tentatively suggests,--further investigation into the budding areas of psycholinguistics and sociolinguistics is encouraged. For example, a study of differences in the self-concept of the monolingual and bilingual Mexican-American might contribute to a better understanding of this sector of our present pluralistic society.

Implications

In terms of the human potential movement, what does counseling-learning mean for the student? While this model proposes to minimize the external pressures for the student to learn (i.e, grades, social rewards), the process does tend to make him a more active determiner of the best means to find fulfillment in a learning experience. This demands greater self-awareness and sensitivity to others as well as greater alertness to the conceptual world about him.

What does counseling-learning mean for the teacher? The model also implies a more demanding but also more fulfilling role for the teacher. This role may be facilitated, in a professional sense, by additional training and experience in counseling, group process or related fields; and, in a personal sense, through a realistic awareness of his own system of needs, values and motivational structure in relating to others. While the additional training may be an added burden initially, it is the experimenter's conviction that this kind of real engagement would contribute to his personal and professional growth.

What does counseling-learning mean for the educative process in general? In the light of the maxim, "Il n'y a rien de nouveau sul ciel," this view of the educative process is not really new. The Eighteenth Century European concept of education was to train the elite into the ways of courtly life and thus create "ladies and gentlemen." A premium was placed on being

"well-bred," "bien eleve," or "discreto." In a sense, then, counseling-learning recalls this broader aspect of the Latin verb "educare," which meant "to bring up and lead out," and adds uniquely the democratic ideal of respect for and value of each and every human person in his totality.

To conclude, then, more extensive and intensive experience is necessary before broad generalizations can be drawn as to the ultimate value of this approach. The results of the present study encouragingly suggest that whole-person investment in an actual learning situation may be possible for both teacher and students through the counseling-learning approach. It is hoped that the findings reported provide a basis upon which to recommend a badly needed complementary approach to foreign language instruction, and to encourage further research in the development of counseling-learning theory based on implications from various aspects of the human potential movement.

BIBLIOGRAPHY

Books

Begin, Yves. Evaluative and Emotional Factors in Learning a Foreign Language. Montreal, Canada: Les Editions Bellarmin, 1971.

Bradford, L. P., J. R. Gibb and K. D. Benne, edts. T-Group Theory and Laboratory Method. New York: Wiley, 1964.

Brooks, Nelson. Language and Language Learning: Theory and Practice. New York: Harcourt, Brace & World, 1960.

Buros, O. K., ed. The Sixth Mental Measurements Yearbook. Highland Park, New Jersey: The Gryphon Press, 1965.

Campbell, Donald T. and J. C. Stanley. Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally & Co, 1966.

Chomsky, Noam. Language and Mind. New York: Harcourt Brace and World, 1968.

Curran, Charles A. Counseling and Psychotherapy: The Pursuit of Values. New York: Sheed & Ward, 1968.

_____. Counseling-Learning: A Community-Whole Person Model for Education. New York: Grune & Stratton, 1972.

_____. Religious Values in Counseling and Psychotherapy. New York: Sheed & Ward, 1969.

Deese, James. Psycholinguistics. Boston, Mass.: Allyn & Bacon, 1970.

Diller, K. C. Generative Grammar, Structural Linguistics, and Language Teaching. Rowley, Massachusetts: Newbury House, 1971.

Dillon, J. T. Personal Teaching: Efforts to Combine Personal Love and Professional Skill in the Classroom. Columbus, Ohio: Charles E. Merrill, 1971.

Egan, Gerard. Encounter: Group Processes for Interpersonal Growth. Belmont, Cal.: Brooks/Cole Publishing Co., 1970.

_____. Encounter Groups: Basic Readings. Belmont, Cal.: Brooks/Cole Publishing Co., 1971.

Gage, N. L., ed. Handbook on Research on Teaching. Chicago, Ill.: Rand McNally, 1963.

Golembiewski, R. T. and A. Blumberg. Sensitivity Training and The Laboratory Approach. Itasca, Ill.: F. E. Peacock, 1970.

Guilford, John P. Fundamental Statistics in Psychology and Education. New York: McGraw-Hill, 1956.

Hester, Ralph M. et al. Teaching a Living Language. New York: Harper & Row, 1970.

Hughes, John P. Linguistics and Language Teaching. New York: Random House, 1968.

Jakobovits, L. A. Foreign Language Learning: A Psycholinguistic Analysis of the Issues. Rowley, Mass.: Newsbury House, 1970.

_____ and M. S. Miron. Readings in the Psychology of Language. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Kadler, Eric H. Linguistics and Teaching Foreign Languages. New York: Van Nostrand, 1970.

Keltner, J. W. Interpersonal Speech Communication. Belmont, Cal.: Wadsworth Publishing Co., 1970.

Kerlinger, F. N. Foundations of Behavioral Research: Educational and Psychological Inquiry. New York: Holt,

Lado, Robert. Language Teaching: A Scientific Approach. New York: McGraw-Hill, 1964.

Lyons, J. and R. J. Wales, eds. Psycholinguistic Papers: Proceedings of the Edinburgh Conference. Chicago, Ill.: Aldine Publishing Co., 1969.

Osgood, C. and T. A. Sebeock, eds. Psycholinguistics: A Survey of Theory and Research Problems. Bloomington, Ind.: Indiana University Press, 1954.

Polanyi, Michael. Personal Knowledge. Chicago, Ill: Univ. of Chicago Press, 1964.

Rivers, Wilga, M. The Psychologist and the Foreign Language Teacher. Chicago, Ill.: The University of Chicago Press, 1964.

_____. Teaching Foreign Languages Chicago, Ill.: The Univ. of Chicago Press, 1968.

Rogers, Carl. Freedom to Learn. Columbus, Ohio: Charles E. Merrill, 1969.

_____. On Encounter Groups. New York: Harper & Row,1970.

Saporta, Sol. Psycholinguistics. New York: Holt, Rinehard & Winston, 1966.

Scherer, G. and Wertheimer, M. A Psycholinguistic Experiment in Foreign Language Teaching. New York: McGraw-Hill, 1964.

Shaw, M. E. and J. M. Wright. Scales for Measurement of Attitudes. New York: McGraw-Hill, 1967.

Shostrom, E. L. Personal Orientation Inventory Manual. San Diego, Cal.: Educational and Industrial Testing Service, 1966.

Skinner, B. F. Verbal Behavior. New York: Appleton-Century Crofts, 1957.

_____. Beyond Freedom and Dignity. New York: Alfred A. Knopf, 1971.

Weinreich, U. Languages in Contact. The Hague, Paris: Mouton and Co., 1968.

Periodicals

Asher, J. J. "Children's First Language as a Model for Second Language Learning." The Modern Language Journal, LVI:3 (March 1972), 133-9.

Bradford, L. P. "Developing Potentialities through Class Groups," Teachers College Record, LXI (1960), 443-50.

Chomsky, Noam. "Review of B. F. Skinner's Verbal Behavior." Language, XXXV (January-March, 1959).

Cronbach, L. J. "How We Should Measure Change--Or Should We?" Psychological Bulletin, LXXIV:1 (1970), 68-80.

Curran, C. A. "Counseling Skills Adapted to the Learning of Foreign Languages." Bulletin of the Menninger Clinic, 1961.

_____. "An Incarnate-Redemptive Educative Process," Journal of Religion and Health, VIII (1969).

Hurvitz, N. "Peer Self-Help Psychotherapy Groups and their Implications for Psychotherapy." Psychotherapy: Theory and Practice, VII (1970), 41-9.

LaForge, Paul G. "Community Language Learning: A Pilot Study." Language Learning, XXI:1 (1970), 45-61.

Maslow, A. H. Goals of Humanistic Education. Esalen Institute, Big Sur, California, 1968.

Papalia, A. and J. Zampogna. "An Experiment in Individualized Instruction through Small Group Interaction." Foreign Language Annals, V:3 (March 1972), 302-7.

Polanyi, Michael. "Logic and Psychology." The American Psychologist, XXIII (1968), 27-43.

Potter, E. J. "Revitalization of Foreign Language Programs in Higher Education." Foreign Language Annals, V:2 (December 1971), 206-210.

Rogers, Carl. "The Teacher as a Facilitator of Learning." Address to the Council of Chief State School Officers in Phoenix, Arizona. The Catechist, IV (September 1970).

Smith, P. D. "A Comparison of the Cognitive and Audiolingual Approaches to Foreign Language Instruction." The Pennsylvania Foreign Language Project. The Center for Curriculum Development, Inc. 1970.

Tranel, D. D. "Teaching Latin with the Chromacord." The Classical Journal, LXIII:4 (January 1968), 157-160.

Unpublished Materials

LaFarga, J. "Learning Foreign Languages in Group-Counseling Conditions." Unpublished Ph.D. Dissertation, Loyola University, 1966.

Rardin, J. P. "Task-Oriented Counseling Experiences for Slow-learning Third Graders." Unpublished Ph.D. dissertation, Loyola University, 1971.

Tranel, D. D. "Counseling Concepts Applied to the Process of Education," Unpublished Ph.D. dissertation, Loyola University, 1970.

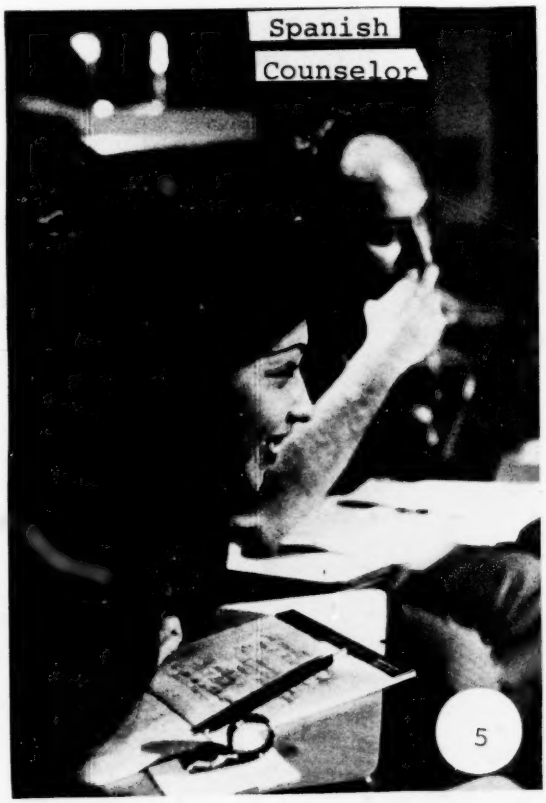
Balasubramonian, K. "The Study of Change." Unpublished paper, Michigan State University, 1971. (typewritten).

APPENDIX A

ILLUSTRATIONS

The following photographs illustrate some of the sessions. Pictures 1 through 10 show one of the groups having a conversation in Spanish. Picture 3 shows the facilitator recording the sentences to be later programmed onto the half-inch transparency tape. While the language clients receive help from the counselor, support from all the members is evident. Pictures 7 through 10 illustrate the effort, spontaneity and sense of accomplishment with which the language clients responded.

Spanish
Counselor


Spanish
Counselor
5

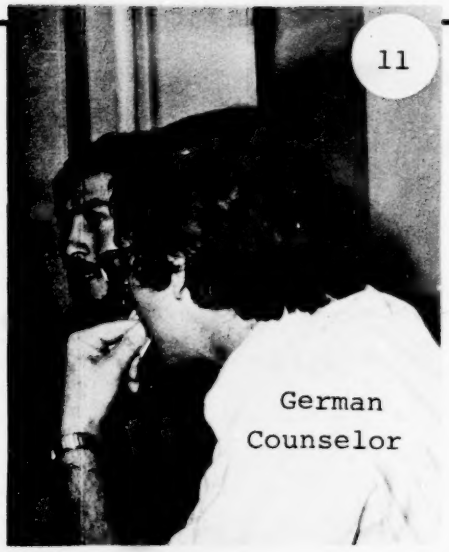
6

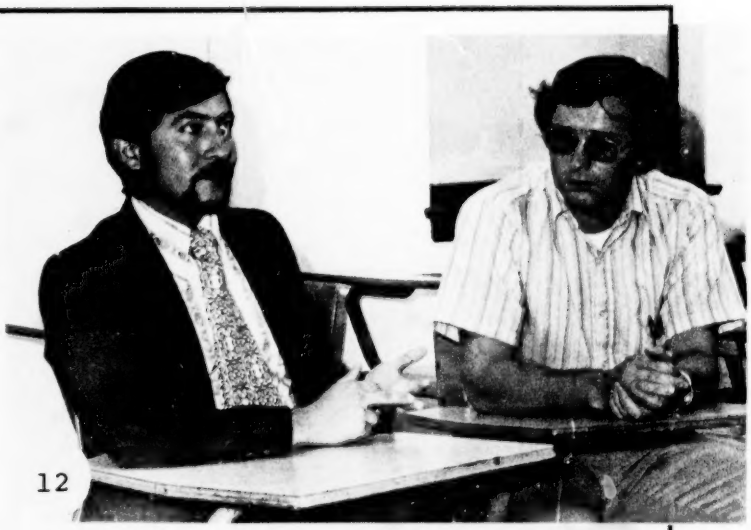
7

Spanish Counselor

Pictures 11 through 20 illustrate an evaluative session in which both German and Spanish were spoken. Here the facilitator and counselors participate as clients and counselors at the same time: the Spanish counselor speaks German and the German counselor speaks Spanish. This is what Curran calls the "incarnate-redemptive process," which allows clients to see the experts in their "frail" selves as clients in another language. At the same time, this process encourages the more advanced language clients to speak as fluidly as possible. English is used whenever translation is necessary.

Again, worthy of note are the close relationship between counselor and client, the effort on behalf of the language client, the attention of the group members, and the counselor's obvious delight at the client's successful attempt to complete a full German sentence on his own.

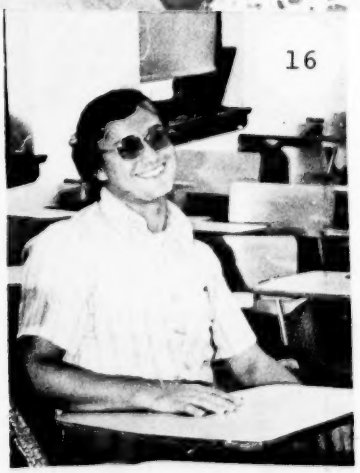

11
German
Counselor


12

13

14

15


16

17
German
Counselor

18

Spanish
Counselor
19

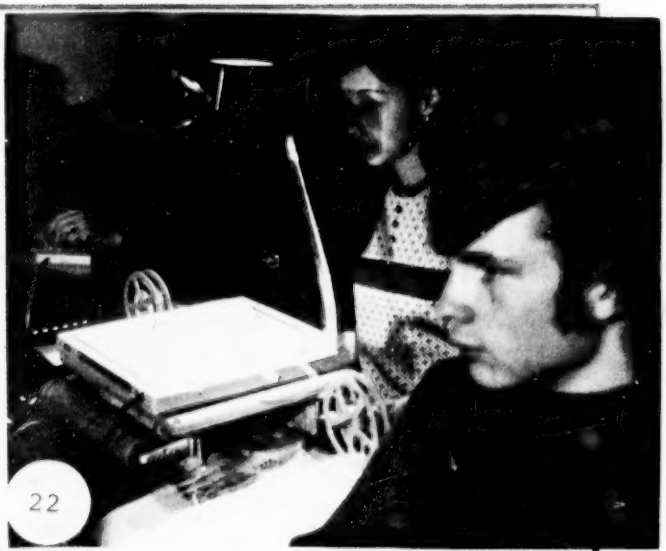
20

Pictures 21 through 32 illustrate the Chromacord Learning Laboratory. The overhead projector and Living Scroll project the moving visual tape (21-22). In this particular case, two popular songs are being analyzed, "La última noche" and "Morgen." Each member operates his learning lantern through a control unit at his desk (24). In picture 26 the combination yellow-red indicates that "aquellos" is a masculine (red) adjective(yellow). The combination purple-green indicates (30-32) "fenster" is a neuter noun being used in the dative case. As the lanterns agree in color, the group moves on to the next phrase.

One of the main values of the Chromacord apparati was that it kept the experience moving, "living." Since the grammatical explanations were based on the content of the visual tapes, neither the counselors nor the facilitator were "tempted" to give long lectures on the subtleties of the Spanish subjunctive or on the peculiar location of the German verb. At the same time, the apparati prevented clients from fixating on... those irregular verbs, for example.

In a way, much like the counseling structure facilitated the flow of the foreign languages from counselor to client, so did the Chromacord lab permit the flow of intellectual discrimination through each member's psychosomatic involvement. The psychedellic effect and immediate feedback also offered the group the excitement of working as a team. As can be seen, the focus was on the screen and on each others' performance on the lanterns. The grammatical explanations were part of the background but did not take away from the experience.

21

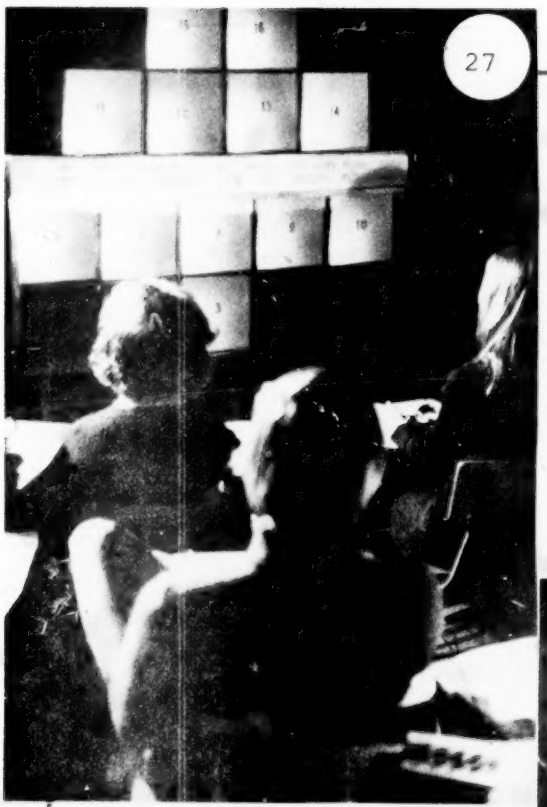

22

23

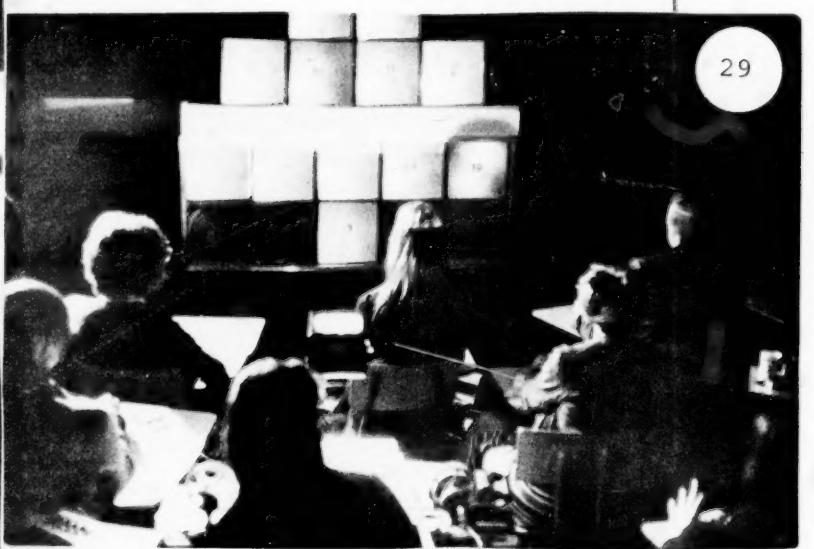
24

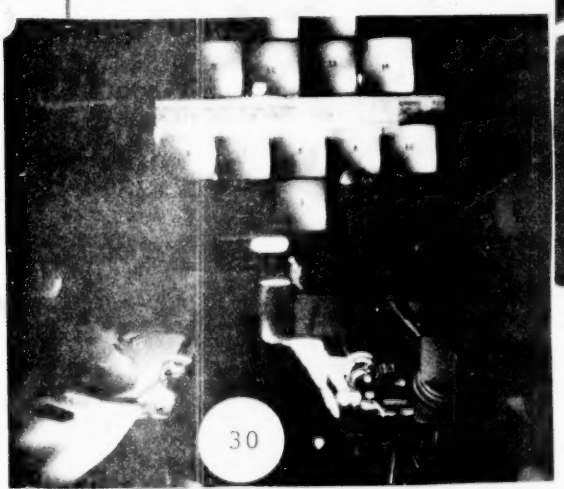
25

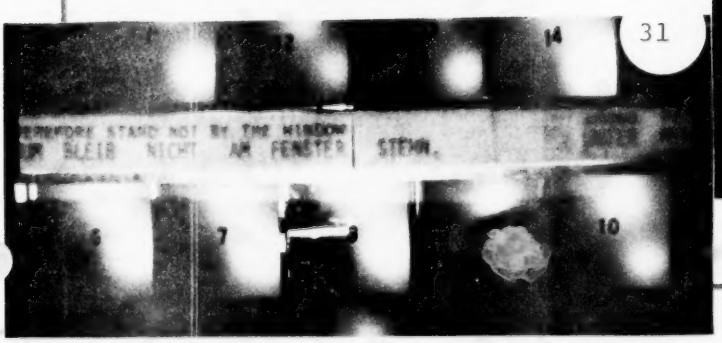
26

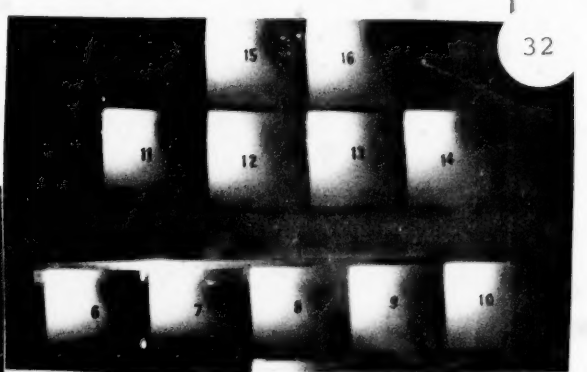

27

28


29


30


31


32

APPENDIX B

SAMPLE INSTRUMENTS

Form A

High School and College

Time: 50 minutes

Published by
Kansas State Teachers College, Emporia
Bureau of Educational Measurements

FIRST YEAR SPANISH TEST

By
Oscar F. Hernández, Assistant Professor
Minnie M. Miller, Ph.D., Professor
Foreign Languages
Kansas State Teachers College, Emporia, Kansas

Possible Score 100

Number wrong and omitted .....

FINAL SCORE .....

Name ..... Age ..... Grade .....

School ..... State ..... Date .....

Part I

DIRECTIONS: In the parentheses at the left, place the number of the word or phrase from the list on the right, which has been omitted where the stars (****) are placed.

( ) 1. Vivo en ****
( ) 2. Veinos con ****
( ) 3. Escribo con ****
( ) 4. ¿Cuánto **** el libro?
( ) 5. **** las tres de la tarde.
( ) 6. Me duele ****
( ) 7. Pedro es más **** que María.
( ) 8. Los autos corren por ****
( ) 9. Viajé a México en un ****
( ) 10. Hay muchas **** en la calle hoy.
( ) 11. El abrigo es de ****
( ) 12. Cortamos la carne con un ****
( ) 13. Nadamos todos los días en el ****
( ) 14. Ayer **** a la pelota.
( ) 15. La luna sale por la ****
( ) 16. En verano, los pájaros **** hacia el norte.
( ) 17. Deseo **** vaso de agua.
( ) 18. Tomamos **** en la cafetería.
( ) 19. Los campesinos se levantan ****
( ) 20. En el campo hay muchos ****

1. los ojos
2. la cabeza
3. grande
4. la casa
5. el lápiz
6. cuesta
7. avión
8. son
9. las calles
10. personas
11. cuchillo
12. lana
13. helado de fresas
14. lago
15. un
16. jugué
17. árboles
18. noche
19. vuelan
20. muy temprano

Part II

DIRECTIONS: Place a (+) or (—) in the parentheses before each statement indicating whether or not it is correct.
Example: (+) El Popocatépetl es un volcán.

( ) 21. El Titicaca es el lago más alto del mundo.
( ) 22. Buenos Aires es la capital de Colombia.
( ) 23. La Argentina tiene una gran industria agrícola.
( ) 24. En el Brasil hay grandes ciudades.
( ) 25. Latino América tiene más de cien millones de habitantes.
( ) 26 Caracas es la capital de Venezuela.
( ) 27. Los primeros habitantes de México fueron los españoles.
( ) 28. El Perú, Chile y el Ecuador están en el Océano Atlántico.
( ) 29. Francisco Pizarro conquistó al Perú.
( ) 30. Buenos Aires, Río de Janeiro y Caracas son ciudades modernas.

Part III

DIRECTIONS: Matching exercises. In the parentheses before each sentence in Column A, place the number corresponding to the correct sentence of Column B that best completes the given statement, as in a general conversation.

Column A

( ) 31. ¡Hola! ¿Cómo estás?
( ) 32. Bien, gracias. ¿Qué deseas desayunar?
( ) 33. ¿Deseas tomar algo más?
( ) 34. Son las ocho de la mañana. ¿Estudiaste anoche?
( ) 35. ¿Te gustó la película?
( ) 36. ¿Es grande la ciudad de México?
( ) 37. ¿Viste la iglesia de Guadalupe?
( ) 38. Debe ser una Universidad muy vieja, ¿verdad?
( ) 39. ¿Viste también otras cosas interesantes de la ciudad?
( ) 40. Tenemos que ir a México, ¿verdad?

Column B

1. Dos huevos con jamón.
2. No, fuí al cine anoche.
3. Muy bien, ¿y tú?
4. Sí, estuvo muy interesante.
5. Sí, también deseo una taza de café.
6. Magnífico, vamos a México en las vacaciones.
7. Sí, la ciudad es muy grande y tiene muchos edificios interesantes.
8. Sí, es una iglesia muy interesante; también vi vistas de la Universidad.
9. Es una Universidad muy antigua, pero los edificios son modernos.
10. Sí, también vi en la película otras cosas muy interesantes de la ciudad.

Copyright 1968, Kansas State Teachers College, Emporia, Kansas

Part IV

DIRECTIONS: In the parentheses before each item place the number of the word which has the same sound as the letters shown in brackets. The spelling may be different.

Example: (2) mi [i]: 1. yeso 2. y 3. yo

( ) 41. jamás [j]: 1. general 2. gota 3. hueso
( ) 42. llama [ll]: 1. mayo 2. muy 3. José
( ) 43. mango [m]: 1. en bajo 2. en dar 3. en tres
( ) 44. sol [s]: 1. casa 2. cosmo 3. china
( ) 45. niña [ñ]: 1. magno 2. cañón 3. inmenso
( ) 46. baile [ai]: 1. hay 2. bailo 3. maíz
( ) 47. barco [b]: 1. aptitud 2. absurdo 3. admirar
( ) 48. tu [u]: 1. guerra 2. guitarra 3. burro
( ) 49. Ramón [rr]: 1. cerado 2. Perú 3. arte
( ) 50. casa [k]: 1. queso 2. César 3. cien

Part V

DIRECTIONS: In the parentheses before each sentence place the number corresponding to the correct word needed to complete the sentence.

Example: (2) [1. Nueve 2. Nevó 3. Nevará] anoche.

( ) 51. Yo [1. comeré 2. comías 3. comemos] esta noche en casa.
( ) 52. Nosotros [1. somos 2. hemos 3. estamos] ahora en clase.
( ) 53. Mi familia [1. son 2. es 3. somos] norteamericana.
( ) 54. Este es el primer año que yo [1. estudio 2. estudiamos 3. estudian] español.
( ) 55. [1. Está 2. Hace 3. Es] mucho frío hoy.
( ) 56. Yo deseo [1. compro 2. compraré 3. comprar] un automóvil.
( ) 57. Tú [1. eres 2. haces 3. tienes] mucho sueño.
( ) 58. Los mexicanos [1. canta 2. cantan 3. cantó] canciones muy alegres.
( ) 59. ¿Cómo usted [1. llamado 2. se llama 3. es su nombre]?
( ) 60. [1. Gusta a mí 2. Yo gustar 3. Me gustan] las frutas.
( ) 61. El año pasado [1. fui 2. iré 3. voy] a Puerto Rico.
( ) 62 Yo [1. soy 2. estoy 3. tengo] quince años de edad.
( ) 63. Ella [1. visitó 2 visitará 3. visita] a su tía hace dos semanas.
( ) 64. Pedro y Juan [1. juegan 2. juega 3. juego] al baloncesto.
( ) 65. Yo no [1. hemos terminado 2. has terminado 3. he terminado] el examen todavía.
( ) 66. [1. Estudia 2. Estoy estudiando 3. Estudiando] y no terminaré hasta las nueve de la noche.
( ) 67. Yo [1. iré 2. irás 3. iremos] a casa más tarde.
( ) 68. Nosotros [1. estudiaste 2. hemos estudiado 3. han estudiado] mucho para el examen de hoy.
( ) 69. Ellas [1. está 2. está viviendo 3. están viviendo] en esta ciudad desde el año pasado.
( ) 70. [1. He estudiado 2. Estudiaré 3. Estudié] más el año que viene.

Part VI

DIRECTIONS: In the parentheses before each sentence place the number corresponding to the correct word needed to complete the sentence.

Example: (3) Las montañas son [1. alta 2. altos 3. altas].

( ) 71. La pianista es [1. buena 2. bueno 3. buenas].
( ) 72. [1. La 2. Lo 3. El] día es de fiesta.
( ) 73. Estudio [1. la 2. el 3. blank] lección cuatro.
( ) 74. [1. la 2. blank 3. el] Señora Gómez, ¿cómo está usted?
( ) 75. [1. Los 2. Las 3. blank] nubes son grises.
( ) 76. [1. Las 2. El 3. La] geografía es muy útil.
( ) 77. [1. La 2. El 3. Lo] pensar es de sabios.
( ) 78. Anoche llamé a [1. blank 2. la 3. el] señorita Rosado.
( ) 79. Sus flores son [1. rojos 2. rojas 3. roja].
( ) 80. [1. Las 2. El 3. Los] problema es difícil.

Part VII

DIRECTIONS: Read the following sentences and then indicate by (+) or (—) in the parentheses before each sentence whether the sentence is correct or not.

A) LOS PIRATAS

Las luchas existentes del siglo XVI al XVIII entre España, Inglaterra, Francia y Portugal, trajeron a la América la continua amenaza de ataques de corsarios y piratas.

Los criollos, hijos de españoles y españoles ellos mismos, empezaron a pensar que la Madre Patria, España, estaba muy lejos, y que su ayuda no era suficiente para luchar contra los corsarios y piratas que infestaban las costas del Mar Caribe.

La inseguridad ante el temor de los ataques piratas, llevó a fabricar murallas alrededor de las ciudades costeras, a edificar castillos, y a organizarse los vecinos en verdaderos ejércitos de criollos, naciendo entre ellos el pensamiento de que formaban una nación distinta de la de sus padres.

Este espíritu nacionalista, unido a los abusos de la mala administración de España, llevó a estos pueblos a conquistar su independencia en el siglo XIX.

( ) 81. Los piratas lucharon por la independencia de América.
( ) 82. Durante los siglos XVI, XVII y XVIII hubo paz en Europa.
( ) 83. Los criollos eran considerados españoles al igual que sus padres.
( ) 84. Las murallas construidas alrededor de las ciudades costeras en Latino América, se fabricaron para defenderlas de los esclavos.
( ) 85. El nacionalismo criollo nació de la necesidad de defenderse contra los ataques de corsarios y piratas.
( ) 86. Los piratas y corsarios atacaban principalmente en el Mar Caribe.
( ) 87. Los castillos que guarden la entrada de los puertos de muchas ciudades latinoamericanas, se construyeron para defenderse de España.
( ) 88. Los corsarios y piratas colonizaban todas las ciudades que conquistaban, estableciendo un buen gobierno y una gran administración.
( ) 89. Los criollos organizaron ejércitos de vecinos para defenderse de los ataques piratas.
( ) 90. Los países latinoamericanos conquistaron su independencia en el siglo XVI.

B) LOS GAUCHOS

La pampa es la tierra del gaucho. Extensiones semidesérticas, donde sólo la hierba crece, son como grandes mares amarillos que se pierden en el horizonte sin dejar ver un solo árbol.

El paisaje recuerda mucho algunos lugares de Kansas y de Texas, principalmente si vemos la gran cantidad de ganado que pasta en estas llanuras; pero la pampa gana a estos lugares en extensión y en soledad.

El gaucho es el cowboy de las pampas y su vida es muy parecida a la que tuvo el Oeste norteamericano hace un siglo.

El gaucho es el descendiente directo del conquistador español: aventurero, fuerte, trabajador y valiente, pero tan independiente que no admite otro poder que el de la fuerza.

Sus armas son las boleadoras y el látigo, sin usar generalmente armas de fuego. Con ellas tiene tal precisión que logra enlazar una vaca corriendo o un ave volando, tirándolos al suelo sin causarles daño.

Como en el Oeste norteamericano, las modernas maquinarias y la edificación de grandes ciudades, van haciendo desaparecer al gaucho a medida que la civilización se mete dentro de la pampa.

( ) 91. En la pampa hay muchos árboles.
( ) 92. En la pampa hay mucho ganado.
( ) 93. Los gauchos viven en la pampa.
( ) 94. La boleadora y el látigo son las principales armas del gaucho.
( ) 95. La pampa es más grande que las llanuras de Kansas.
( ) 96. Los gauchos son cobardes.
( ) 97. Los gauchos son muy independientes.
( ) 98. Los gauchos van desapareciendo por las guerras que tienen con sus vecinos.
( ) 99. El único poder que el gaucho admite es el poder de la fuerza.
( ) 100. La civilización de la pampa, y la edificación de grandes ciudades están haciendo desaparecer al gaucho.

FORM A

Published by
Bureau of Educational Measurements
Kansas State Teachers College, Emporia

FIRST YEAR GERMAN

By J. R. Allen, Kansas State Teachers College
and Cora Held, Emporia High School
Emporia, Kansas

Time: 40 minutes.

Possible Score 100

Number wrong and omitted .....

FINAL SCORE .....

140

Name ..... Age ..... Grade .....

School ..... State ..... Date .....

PART I

DIRECTIONS: Place in the parenthesis at the left the number of the one of the three words that means the same as the world in black face type.

Example: (2) klar: 1. clever. 2. clear. 3. cloudy.

( ) 1. nehmen: 1. name. 2. sew. 3. take.

( ) 2. Kopf: 1. button. 2. flower. 3. head.

( ) 3. wohin: 1. healthy. 2. whither. 3. once.

( ) 4. führen: 1. further. 2. lead. 3. beg.

( ) 5. Berg: 1. burg. 2. mountain. 3. burning.

( ) 6. vorlesen: 1. read aloud. 2. print. 3. offend.

( ) 7. sprechen: 1. speckled. 2. speak. 3. see.

( ) 8. Fehler: 1. error. 2. feeler. 3. fellow.

( ) 9. müde: 1. moody. 2. tired. 3. musty.

( ) 10. glauben: 1. run. 2. believe. 3. porch.

( ) 11. schon: 1. beautiful. 2. already. 3. close.

( ) 12. Laden: 1. load. 2. shop. 3. lonesome.

( ) 13. Esel: 1. easel. 2. donkey. 3. banquet.

( ) 14. Junge: 1. boy. 2. juice. 3. young.

( ) 15. berühmt: 1. bold. 2. rum. 3. famous.

( ) 16. entweder: 1. until. 2. either. 3. over.

( ) 17. zwischen: 1. between. 2. twisted. 3. twitter.

( ) 18. Wald: 1. forest. 2. wind. 3. weather.

( ) 19. übersetzen: 1. send away. 2. help. 3. translate.

( ) 20. Brief: 1. letter. 2. brief. 3. soap.

( ) 21. verstehen: 1. imitate. 2. understand. 3. exhibit.

( ) 22. Fenster: 1. first rate. 2. dark. 3. window.

( ) 23. schweigen: 1. swagger. 2. be silent. 3. fish.

( ) 24. nennen: 1. name. 2. nine. 3. joke.

( ) 25. heissen: 1. to be called. 2. appear. 3. hot.

( ) 26. suchen: 1. such. 2. hunt. 3. stretch.

( ) 27. Stück: 1. stick. 2. piece. 3. stump.

( ) 28. Freund: 1. friend. 2. noise. 3. fire.

( ) 29. rufen: 1. call. 2. rough. 3. bark.

( ) 30. Kreide: 1. cross. 2. carriage. 3. chalk.

( ) 31. schreiben: 1. write. 2. cry. 3. appear.

( ) 32. Aufgabe: 1. upkeep. 2. boat. 3. exercise.

( ) 33. Stein: 1. stone. 2. story. 3. seam.

( ) 34. Teller: 1. window. 2. plate. 3. valley.

( ) 35. schlafen: 1. scare. 2. shelter. 3. sleep.

PART II

DIRECTIONS: There is a correct translation in Group II to match in thought each sentence in Group I. Place the number of the correct translation in the parenthesis before the sentence in Group I.

Group I

( ) 36. Wie geht es Ihnen heute?

( ) 37. Bitte, reichen Sie mir das Brot.

( ) 38. Übersetzen Sie diese Sätze ins Englische, bitte.

( ) 39. Wie viel Uhr ist es?

( ) 40. Hast du das Spielzeug zerbrochen? Das macht nichts.

Group II

1. Welche Zeit haben wir?
2. Wann wird der Schiffer diese Leute übersetzen?
3. Wie befinden Sie sich heute?
4. Wollen Sie mir, bitte, das Brot reichen?
5. Hast du das Spielzeug zerbrochen? Das schadet nichts.
6. Die Reichen essen auch gerne Brot.
7. Wo finden wir Sie heute?
8. Bitte sagen Sie mir auf Englisch was diese Sätze bedeuten.
9. Haben Sie eine Uhr?
10. Hast du das Spielzeug zerbrochen? Wir machen es wieder gut.

Copyright, 1933, by Kansas State Teachers College, Emporia, Kansas

PART III

DIRECTIONS: Put the [illegible] in the [illegible] the German word suggested by the [illegible] parentheses.

41. Es ist ein altes Haus und (it) ..... viele Zimmer.

42. Er ergibt (him) ..... seine Arm.

43. Das neue Deutschland (he) ..... eine Republik.

44. Karl spielt mit (his) ..... Freunde.

45. Was (does) ..... er? (Use machen)

46. Nicht einen Pfennig habe ich aus der Tasche (taken)

.....

47. Drinnen (was) ..... es recht schön.

48. Die Frau öffnete den Brief und las (it) .....

49. Karl (went) ..... nach Hause.

50. Die Blätter des Baumes (are) ..... grün.

51. Hier ist mein Hut; (it) ..... ist rot.

52. Er (went) ..... die Fenster ..... (zu machen)

53. (Has) ..... er nach Hause gegangen?

54. Ich (am looking for) ..... meine Mütze.

55. Ich (am going) ..... zur Schule.

56. Wie (is called) ..... das auf Deutsch?

57. Fritz (is running) ..... in das Zimmer.

58. Was (kind of) ..... ein Buch ist das?

59. Ich (understand) ..... die Sätze nicht.

60. Ich danke Ihnen (for it) .....

61. Bitte, (give) ..... mir ein Stück Papier. (Polite form)

62. (Did you buy) ..... einen Bleistift? (Polite form)

63. Hinter den Blumen (stands) ..... eine Frau.

64. (Did you play) ..... Ball im Garten? (familiar form, singular)

65. Der Schnee ist (white) .....

66. Das (small) ..... Mädchen ist in der Schule.

67. Die Vögelein (are silent) ..... im Walde.

68. Ich (see) ..... [illegible]er.

69. Marie (found) ..... einen Vogel.

70. Das Gras ist (neither) ..... rot noch weisz.

71. Ich (sit) ..... auf einer Bank.

72. Der Groß ..... [illegible] gehört mir.

73. Ich habe (an) ..... Tinte.

74. Du (are willing) ..... deine Aufgabe, nicht wahr?

75. Ich (am going) ..... in den Garten.

76. (The) ..... kleine Kind ist krank.

77. Der Knabe ist (at) ..... Hause.

78. Auf (the) ..... Wasser ist ein Boot.

79. Das ist (our) ..... Haus.

80. Bitte, bringen Sie (me) ..... mein Buch.

141

PART IV

DIRECTIONS: Read the following story carefully, then decide before each of the following twenty sentences whether the statement is true or false. Place a plus sign (+) before the statement if it is true; a minus sign (—) if it is false.

Ein Törichter Streit

"Zwei Knaben, Albert und Paul, gingen in den Wald; sie suchten Nüsse. Da sah Paul eine grosse Walnuss unter einem Baume und rief seinem Kameraden zu: 'O, sieh dort vor dir die grosse Nuss!' Albert hob sie schnell auf und steckte sie in seine Tasche. Paul aber sagte:—'Die Nuss gehört mir, ich habe sie zuerst gesehen!' 'Nein, die Nuss gehört mir,' sagte Albert, 'ich habe sie aufgehoben!' So stritten sie heftig, und schon wollten die törichten Knaben einander schlagen. Da kam Georg, ein älterer Junge, vorbei; er wollte im Walde Eichhörnchen schiessen. Albert und Paul baten den grossen Knaben, er solle entscheiden wem die Nuss gehöre. Was tat Georg? Er zerbrach die Nuss mit einem Steine, und gab jedem der Knaben ein Stück von der Schale. Er sagte: 'Diese Hälfte gehört dir, Paul, denn du hast die Nuss zuerst gesehen; diese Hälfte gehört dir, Albert, denn du hast die Nuss aufgehoben. Den Kern behalte ich als Lohn dafür, dass ich euer Richter war.' Dann ging er lachend fort."

( ) 81. Albert und Paul gingen in den Wald.
( ) 82. Albert wollte Pflaumen suchen.
( ) 83. Paul wurde müde und ging nach Hause.
( ) 84. Die zwei Knaben suchten Nüsse.
( ) 85. Paul wollte Eichhörnchen schiessen.
( ) 86. Albert sah einen Apfel vor ihm in dem Gras.
( ) 87. Paul sah eine Nuss unter einem Baum.
( ) 88. Paul lief schnell und hob die Nuss auf.
( ) 89. Paul sagte: "O, sieh dort vor dir die grosse Nuss!"
( ) 90. Albert gab Paul die Nuss.
( ) 91. Paul sagte: "Ich danke dir, Albert."
( ) 92. Albert sprach: "Die Nuss gehört mir; ich habe sie zuerst gesehen."
( ) 93. Paul und Albert stritten sich um die Nuss.
( ) 94. Georg kam vorbei.
( ) 95. Er war jünger als Paul.
( ) 96. Er sagte: "Ich werde euer Richter sein."
( ) 97. Paul und Albert baten Georgе er möge entscheiden wem die Nuss gehöre.
( ) 98. Georg gab jedem Jungen ein Stück von der Schale.
( ) 99. Den Kern der Nuss behielt Georg für sich.
( ) 100. Es war ein törichter Streit.

Oral Rating Scale
for rating proficiency in speaking and understanding a foreign language

Rating Instructions

On the attached answer sheet please rate every item for each speaker by circling the appropriate number (5,4,3,2,1,0) under each heading. Please identify each speaker consecutively as "A," "B," "C," and so on. The following are the criteria to be used as a guide for judgment:

READING	DIALOGUE	DESCRIPTION
5 Reads as a native speaker	5 Responds as a native speaker	5 Description worthy of a native speaker
4 Seems to understand content as evidenced by clear pronunciation and smooth pace	4 Answers spontaneously using appropriate vocabulary and sentence structure	4 Uses clear sentences with minimal errors in pronunciation and structure
3 Pronunciation is understandable but speech is halting; seems to have only vague idea of content meaning	3 Adequate pronunciation and partially correct statements	3 Nearly correct sentences
2 Many serious erros in pronunciation and does not seem to understand content	2 Correct, simple responses	2 Uses minimum structure and can just be understood
1 Tries but pronunciation is incomprehensible	1 Tries but does not understand question	1 Simple object identification
0 No attempt	0 No attempt	0 No attempt

Oral Rating Scale
for rating proficiency in speaking and understanding
a foreign language

143

ANSWER SHEET

Listener: Lang: Date:

SPEAKER	ITEM #	READING (passage)	DIALOGUE (questions)	DESCRIPTION (picture)	SUBTOTAL Rg	SUBTOTAL Dg	SUBTOTAL Ds	TOTAL Max 75
	1	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	2	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	3	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	4	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	5	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	1	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	2	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	3	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	4	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	5	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	1	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	2	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	3	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	4	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	5	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	1	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	2	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	3	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	4	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	5	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	1	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	2	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	3	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	4	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				
	5	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0				

NAME _____ DATE _____

SEX M F AGE _____

ATTITUDE QUESTIONNAIRE

Please read the following statements. If you agree with a particular statement, circle "YES"; if you disagree, circle "NO"; if you are undecided, circle "?". Do not take too long in answering any one item. Please give YOUR OWN opinion.

YES ? NO 1. One should not attempt to speak a foreign language unless he does so perfectly.

YES ? NO 2. Proficiency in English makes foreign language learning unnecessary.

YES ? NO 3. It is possible to become as proficient in a foreign language as a native speaker.

YES ? NO 4. It is necessary for all individuals to learn a foreign language.

YES ? NO 5. It is instructors who make foreign language learning a dull task.

YES ? NO 6. Short courses like this can make individuals proficient in a foreign language.

YES ? NO 7. Proficiency in a foreign language will eliminate "cultural shock" when dealing with native speakers.

YES ? NO 8. Proficiency in a foreign language means automatic acceptance of a foreign culture.

YES ? NO 9. A foreign language should be learned in its native environment.

YES ? NO 10. One international language should replace all the languages in the world.